**Speech Communication 327: Persuasion (Spring 2016)**

Professor: R.B. Crosby

Email: [rbcrosby@iastate.edu](mailto:rbcrosby@iastate.edu)

Office: Carver 308B

Office Hours: T.,Th. 2:30 – 4:30

**Course Description and Objectives**

Welcome to Persuasion. The study of persuasion is rooted in an ancient discipline called *rhetoric*. Classically, rhetoric was an art, or craft, that required its users to participate in public policy decisions, judicial debates, and civic and religious ceremonies by making powerful and often persuasive speeches in front of large gatherings. Methods of communication are widely varied today, but the goal of persuasive communication remains basically unchanged: to get people to think and do what you want them to think and do. This course will train you (1) to understand the characteristics of persuasive discourse, (2) to identify how and when those characteristics are most effective, (3) to develop a working vocabulary for the various strategies and theories behind persuasive discourse, and (4) to take steps to become an effective persuader yourself.

**Required Texts**

1. Opposing Viewpoints: *Genetically Modified Foods* (available free online via the University Bookstore website)
2. Larsen, Charles*. Persuasion: Reception and Responsibility*

**My Email Policy**

I intend to respond to every student course-related email within a single business day of receipt. There are times when an email may slip through the cracks, so please feel free to send a second email if I have not responded within one business day. Note the following exception: If your email is purely informational, it is not my policy always to respond. In other words, if your email does not contain a direct question, I may not respond, though I will read and consider its contents.

**Assignments and Grading**

*Point and Percentage Distribution*

1. Quizzes – 100 pts (20%)
2. Online Discussion Assignments – 100 pts (20%)
3. Weekly Assignments – 100 pts (20%)
4. Midterm Exam – 100 pts (20%)
5. Final Project – 100 pts (20%)

*Grading Scale*

1. 93% - 100%: A
2. 90% - 92%: A-
3. 87% - 89%: B+
4. 83% - 86%: B
5. 80% - 82%: B-
6. And so on . . .

*Grade Disputes*

If you would like to dispute a grade you received on one of the assignments, you must wait 24 hours beyond the day you received the grade. Then, you should thoughtfully present the reasons for your disagreement in an email to me. You may also ask to meet with me in person during office hours or by appointment.

**Other Course Policies:**

1. *Late work and make-up assignments:* Except in cases where adequate documentation is provided, no make-up work will be available in the course. “Adequate documentation” is a note from a doctor or, if your absence is due to a university-sponsored event, a form signed by an ISU official. Student athletes should talk to me within the first week of class regarding future absences.
2. *Accommodations*: Please address any special accommodations with me at the beginning of the semester or as soon as you become aware of your needs. Those seeking accommodations based on disabilities should obtain a Student Academic Accommodation Request (SAAR) form from the Disability Resources (DR) office (515-294-7220). The DR is located on the main floor of the Student Services Building, room 1076.
3. *Academic dishonesty*: Students are subject to the University’s policy regarding academic dishonesty. Please read this policy by going to the following website: http://www.dso.iastate.edu/ja/academic/students.html

**Note on Speaking Assignments:**

The program in speech communication believes that all students should have the opportunity to give speeches and presentations, whether large or small, in as many speech courses as possible. To that end, the program has adopted the following assessment rubric (SEE NEXT PAGE) to help students prepare for speech/presentation assignments of all kinds:

**Program in Speech Communication:**

**Assessment Rubric for Majors/Minors**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Assessment Criteria** | | | | |
| **Performance standard**  **The student…** | **4** | **3** | **2** | **1** | **0** |
| *Formulates an introduction that orients audience to topic and speaker* | Excellent attention getter; sound orientation to topic; clear thesis; preview of main points cogent and memorable. | Good attention getter; provides some orientation to topic; discernible thesis; provides a general preview of main points. | Attention getter is mundane; awkwardly composed thesis; provides little direction for audience. | Irrelevant opening; abrupt jump into body of speech; thesis and main points can be deduced but are not explicitly stated. | No opening technique; no thesis statement; no background on topic; no preview of main points. |
| *Successfully adapts the presentation to the audience* | Speaker shows how information is personally important to audience; speech is skillfully tailored to audience beliefs, attitudes, and values; speaker makes allusions to culturally shared experiences. | Speaker implies the importance of the topic to the audience; presentation is adapted to audience beliefs, attitudes, and values; an attempt is made to establish common ground. | Speaker assumes but does not articulate the importance of topic; presentation was minimally adapted to audience beliefs, attitudes, and values; some ideas in speech are removed from audience’s frame of reference or experiences. | The importance of topic is not established; very little evidence of audience adaptation; speaker needs to more clearly establish a connection or common ground with the audience. | Speech is contrary to audience beliefs, attitudes, and values; message is generic or canned; no attempt is made to establish common ground. |
| *Uses an effective organizational pattern* | Very well organized; main points are clear, mutually exclusive and directly related to thesis; effective transitions and signposts. | Organizational pattern is evident, main points are apparent; transitions are present between main points; some use of signposts. | Organizational pattern somewhat evident; main points are present but not mutually exclusive; transitions are present but are minimally effective. | Speech did not flow well; speech was not logically organized; transitions present but not well formed. | No organizational pattern; no transitions; sounded as if information was randomly presented. |
| *Locates, synthesizes compelling supporting materials* | All key points are well supported with a variety of credible materials (e.g., facts, statistics, quotes, etc.); sources provide excellent support for thesis; all sources clearly cited. | Main points are supported with appropriate material; sources correspond suitably to thesis; nearly all sources cited. | Points were generally supported using an adequate mix of materials; some evidence supports thesis; source citations need to be clarified. | Some points were not supported; a greater quantity/quality of material needed; some sources of very poor quality. | Supporting materials are nonexistent or are not cited. |

*Full Calendar*

**Week 1 (Jan. 12 and 14)**

|  |  |  |
| --- | --- | --- |
|  | **WORK TO BE CONDUCTED IN CLASS** | **WORK TO BE COMPLETED BEFORE CLASS** |
| **Tuesday** | Introductory Lecture  Course Orientation |  |
| **Thursday** | Class Exercise and Group Formation  *FYI: Group work is a component of this course, but the vast majority of assignments will be grades individually. Moreover, most participation activities are to be completed as individuals.* |  |

**MODULE 1: PSYCHOLOGICAL PREMISES OF PERSUASION**

**Week 2 (Jan 19 and 21)**

|  |  |  |
| --- | --- | --- |
| **Tuesday** | Lecture 1, take notes |  |
| **Thursday** | In-Class Exercise | Read Larson Ch. 7  Take Quiz 1 on BB  Complete participation activity 1 |

**Week 3 (Jan 26 and 28)**

|  |  |  |
| --- | --- | --- |
| **Tuesday** | Lecture 2, take notes | Submit participation activity 1 peer response |
| **Thursday** | In-Class Exercise  Module 1 Assignment Intro | Read *OV* Introduction and Ch. 1  Take Quiz 2 on BB |

**MODULE 2: LOGICAL PREMISES OF PERSUASION**

**Week 4 (Feb 2 and 4)**

|  |  |  |
| --- | --- | --- |
| **Tuesday** | Lecture 3, take notes |  |
| **Thursday** | In-Class Exercise | Read Larson Ch. 8  Take Quiz 3 on BB  Complete participation activity 2 |

**Week 5 (Feb 9 and 11)**

|  |  |  |
| --- | --- | --- |
| **Tuesday** | Lecture 4, take notes | Submit participation activity 2 peer response |
| **Thursday** | In-Class Exercise  Module 2 Assignment Intro | Read *OV* Ch. 2  Take Quiz 4 on BB  Submit Module 1 Assignment |

**MODULE 3: CULTURAL PREMISES OF PERSUASION**

**Week 6 (Feb 16 and 18)**

|  |  |  |
| --- | --- | --- |
| **Tuesday** | Lecture 5, take notes |  |
| **Thursday** | In-Class Exercise | Read Larson Ch. 9  Take Quiz 5  Complete participation activity 3 |

**Week 7 (Feb. 23 and 25)**

|  |  |  |
| --- | --- | --- |
| **Tuesday** | Lecture 6, take notes | Submit participation activity peer response |
| **Thursday** | In-Class Exercise  Module 3 Assignment Intro | Read *OV* Ch. 3  Take Quiz 6  Submit Module 2 Assignment |

**MODULE 4:** **MIDTERM**

**Week 8** (March 1 and 3)

|  |  |  |
| --- | --- | --- |
| **M** | Lecture 9, take notes  I will provide a basic exam review sheet on this day. |  |
| **T** | Participate in Exam Review  Each group must post two questions related to the exam material. |  |

Week 9: **(March 8 and 10)**

|  |  |  |
| --- | --- | --- |
| **W** | STUDY (No classroom meeting) | STUDY |
| **Th.** | Take Midterm Examination on BB  (no classroom meeting) | STUDY |

***\*Week 10: Spring Break (NO CLASS!)\****

**MODULE 5: BECOMING A PERSUADER 1**

**Week 11 (March 22 and 24)**

|  |  |  |
| --- | --- | --- |
| **T** | Lecture 7, take notes  *In this lecture, I share some information about the final project that you will want to consider with your group.* |  |
| **Th.** | In-Class Exercise | Read Larson Ch. 11  Take Quiz 7  Complete participation activity 4 |

**Week 12 (March 29 and 31)**

|  |  |  |
| --- | --- | --- |
| **T.** | Lecture 8, take notes | Submit participation activity 4 peer response |
| **Th.** | In-Class Exercise  Module 5 Assignment Intro. | Read *OV* Ch. 4  Take Quiz 8  Submit Module 3 Assignment |

**MODULE 6: BECOMING A PERSUADER 2**

**Week 13 (April 5 and 7)**

|  |  |  |
| --- | --- | --- |
| **DAY** | **Assignment** | **Notes** |
| **M** | Lecture 11, take notes |  |
| **T** | In-Class Exercise | Read Larson Ch. 12  Take Quiz 9  Complete Participation Activity 5 |

**Week 14 (April 12 and 14)**

|  |  |  |
| --- | --- | --- |
| **W** | Lecture 12: Formal introduction of the final project | Submit participation activity 5 peer response |
| **Th.** | In-Class Exercise  Continued Discussion of Final Project | Read *OV* Ch. 5  Take Quiz 10  Submit Module 5 Assignment |

**MODULE 7: THE FINAL PROJECT**

**Weeks 15 – 17, class schedule to be determined**