University of Bridgeport
MCOM 201, Persuasive Communications
IDEAL PROGRAM | COURSE SYLLABUS

Dear Student,

Please read the following course syllabus carefully, especially the course expectations and activities. If you have any questions, please do not hesitate to communicate with the IDEAL office, your academic advisor, or the instructor.

The IDEAL degree-completion program is designed with the adult learner in mind. Adult learners approach learning with specific goals, want to be able to directly apply new learning to their work and personal lives, and tend to learn best when the coursework is problem-centered so that they are actively engaged in the learning process. In addition, adults bring rich and varied experience to the classroom, which becomes a valuable learning resource for other students.

The IDEAL Program assumes joint responsibility in the learning process. The activities and assignments in our courses build on the shared experience of all learners in each class. This is why each student's preparation, participation and interaction in class activities and discussions are critical to the success of each course. The accelerated format of each course requires a significant amount of time outside the classroom to prepare for and complete the course assignments. This varies between students and courses; **however, students typically spend a minimum of ten-twelve hours per week on course material.**

To participate in the IDEAL Program, it is expected that you will do the following:

- Participate in and complete the online orientation prior to your first online course.
- Obtain the required course materials prior to the course start date.
- **If you do not participate during the first week of the course, you will be dropped one letter grade. If a student doesn't participate for two or more weeks, a grade of "F" will be entered for a final grade.**
- Login to your course a minimum of three times per week.
- Complete all assignments to the best of your ability.
- Participate in the class discussions and demonstrate respect and consideration to the instructor and other students when they express themselves in discussion.
- If you have any technical difficulties, you must contact the Office of Distance Education immediately at ubonline@bridgeport.edu.

Cheating and Plagiarism
It is the student's responsibility to familiarize himself or herself with and adhere to the standards set forth in the policies on cheating and plagiarism as defined in Chapters 2 and 5 of the Key to UB http://www.bridgeport.edu/pages/2623.asp or the appropriate graduate program handbook.

E-mail correspondence
It is imperative that you check your UB e-mail on a regular basis. All written correspondence from IDEAL and the University will be sent to you through his e-mail. **The University can no longer correspond to your personal e-mail account(s).**

Have questions about taking an online course? Go to: "Instructions for Taking a UB Online Course," [http://www.bridgeport.edu/academics/online/yourfirstcourse.aspx]

MCOM 201: PERSUASIVE COMMUNICATIONS
Spring 2012 Online, 8 Weeks
May 6 – June 29, 2013

Instructor: Lisa M. Calderone
Class Format: Online, 5/6/13 - 6/29/13
Office & Office Hours: By appointment
Phone: Cell - (203) 912-0932
Email: lcaldero@bridgeport.edu, or lisacalderone@yahoo.com

Course Description

This course examines fundamental principles of persuasive oral and written communication with emphasis on logical development, documentation and delivery. Students will construct audience analyses and participate in the evaluation process of persuasive speeches, debates and written communications.

Course Intro

Tweets. Likes. Instagrams. Videos. Podcasts. Infographics. Commercials. Billboards. News Reports. Seminars. Cereal Boxes. Whether you realize it or not, you are the target of persuasive communications countless times throughout your day, in obvious and not-so-obvious ways. All around you, people are looking for your purchase, your vote, your donation, your cooperation, your support, your ears, eyes, and attention. While the motives for persuasive communications stretch across human history, the methods and modes of delivery today are unremitting. At the same time, each of us communicates persuasively in our daily activities and interactions as well.

In this course, you'll learn how to become a more effective persuader, a more critical listener and responsible *receiver* of persuasion, and a more fully-aware co-creator of persuasive communications.

Because persuasion is a two-way street - between the persuader and persuadee - group discussions and class participation will be highly valued. Class discussions will be led by the instructor; students should plan to check in to Canvas at least 3 times per week: Sunday or Monday for the springboard for discussion; Wednesday or Thursday to contribute to the conversation initially; and Friday or Saturday to review the full initial thread of comments and complete the discussion. Class *participation*, along with class *preparation* (staying on top of weekly assignments), is 30% of the grade.

Objectives

Upon successful completion of the course, the student will:

- Understand the principles of persuasive speaking and communication
- Demonstrate the ability to listen and evaluate effectively
- Construct and conduct an audience analysis
- Establish goals and objectives for persuasive speeches in accord with audience demographics
- Select, develop and support topics for persuasive speeches
- Research, document and prepare formal persuasive speeches and debates
- Deliver persuasive speeches of varying lengths and complexity
- Understand and incorporate research methods in speech preparation and delivery

Please note: Due to the online format of this course, an emphasis on persuasive speeches will be replaced by persuasive Social Networking Media (SNM), covered in-depth in Chapter 12 of the textbook.

Required Textbooks:

Persuasion: Reception and Responsibility, 13th Edition (2013), Larson, Charles U., ISBN- 13: 9781111349271

Made to Stick: Why Some Ideas Survive and Others Die, Heath, Chip, Heath, Dan.
ISBN- 13: 978-1400064281 (Available used on Amazon for approx. $11, including s+h)

Note: Other material, including documents, videos, and social network media, will be available online and identified on a week-by-week basis.

Workload, In Short

1. **Reading:** (2-3) chapters from one or both of the (2) required books per week
2. **Writing:** (6) "500 Words or Less" writing assignments for the first (6) weeks + class discussions
3. **Class Discussions:** Featured topic discussion per week + occasional critical responses to selected classmates' work
4. **Final Project:** (1) IMC Persuasive Campaign or signature Multimedia Persuasive Communication, including a revised version after class feedback

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Workload, At Length

General requirements for this course consist of attendance, preparedness, and initiative. Students are required to complete all readings and assignments each week throughout the course, including active engagement on the online discussion forums. Be prepared to spend 10-12 hours per week during this condensed 3-credit, 8-week course.

All weekly writing assignments and chapter quizzes are due by Saturday midnight of each week. Writing assignments submitted on or after Sundays, 12:01 a.m., will be marked late (see grading consequences below).

See Week 1 for an example of your weekly course-load. Class Topics, Writing Assignments, Persuasion Awareness Activities, and any supplementary material to be assigned on a weekly basis once course has begun. ***Note –assignments not turned in by due date will adversely affect your grade.**

SAMPLE SCHEDULE

WEEK 1 (May 6)

Readings:

Persuasion: Reception and Responsibility
Chapter 1: Persuasion in Today's Changing World
Chapter 2: Perspectives on Ethics in Persuasion
Chapter 3: Traditional, Artistic, and Humanistic Approaches to Persuasion

"Pre-School Graduations: Pomp and Circumstance" *Newsday* op-ed essay

Open Book Quiz:

Chapters 1-3

Writing Assignment:

"500 Words or Less" Essay (500 words) - Pick a topic you feel strongly about and make your case in 500 words (or less). Use the *Newsday* piece as an example.

Persuasion Awareness Assignment:

Pick one entire day this week to keep a "Persuasion Diary." Detail the amounts, types, and forms of media used in the effort to persuade you. Which part of the ELM (from Chapter 1) do they address - the central information processing route or the peripheral information processing route? Hand in diary to your instructor along with your writing assignment.

WEEK 1 (cont.)

Online Discussions:

- Sun/Mon: Introduce yourself in 200-300 words, and outline why you selected this course and what your expectations are in taking it.
- Fri/Sat: Share any insights gleaned from your "Persuasion Diary."

WEEK 2 (May 13)

Readings:

Persuasion: Reception and Responsibility
Chapter 4: Social Scientific Approaches to Persuasion
Chapter 5: The Making, Use, and Misuse of Symbols
Chapter 6: Tools for Analyzing Language and Other Persuasive Symbols

WEEK 3 (May 20)

Readings:

Persuasion: Reception and Responsibility
Chapter 7: Psychological or Process Premises: The Tools of Motivation and Emotion
Chapter 8: Content or Logical Premises in Persuasion

WEEK 4 (May 27)

Readings:

Persuasion: Reception and Responsibility
Chapter 9: Cultural Premises in Persuasion
Chapter 10: Nonverbal Messages in Persuasion

Readings:

Made to Stick: Why Some Ideas Survive and Others Die
Introduction + Chapters 1-3

WEEK 5 (June 3)

Readings:

Persuasion: Reception and Responsibility
Chapter 11: The Persuasive Campaign or Movement
Chapter 12: Becoming a Persuader

Readings:

Made to Stick: Why Some Ideas Survive and Others Die
Chapters 4-6 + Epilogue

WEEK 5 (cont.)

Final Project Proposal Due:

Students must submit their Final Project idea to instructor for approval.

WEEK 6 (June 10)

Readings:

Persuasion: Reception and Responsibility
Chapter 13: Modern Media in Persuasion
Chapter 14: The Uses of Persuasive Premises in Advertising

WEEK 7 (June 17)

First Draft of Final Project Due:

The final project will involve the creation of an Integrated Marketing Campaign (IMC) for a single product or cause, OR a Multimedia Persuasive Communication signature piece, complete with an audience analysis. Students can choose their method and mode of communication (a podcast of an original speech, a video presentation, a PowerPoint slideshow, an industry-specific blog, etc.). Projects must be posted or published by midnight Saturday, June 22.

Students will post their final project for the class to review and provide feedback. *All students* must share their feedback on *all projects* by Monday, June 24.

WEEK 8 (June 24)

Revision of Final Project Due:

Students will tweak their final project based on class and instructor feedback, and submit for a final grade by the last day of class.

****The instructor reserves the right to make changes to this syllabus***

COURSE REQUIREMENTS/GRADES

Evaluation Methods:

Students will be graded as follows, with consideration given to overall improvement in writing and discussion skills:

1. Online Attendance and Participation, including activity on the Discussion Board - 30%
2. Homework, with assignments turned in by deadline - 40%
3. Final Project - 30%

Extra Credit Options

1. Open Book Chapter Quizzes
2. Rewrites of essays

Helpful Hints

1. Don't Fall Behind – The most important factor for achieving success in this course is to follow the readings closely, and complete your assignments correctly and on time. These readings and assignments are vital to learning persuasion theories, concepts, and applications.

2. Share Your Opinions – Persuasion is a two-way street. Your "response-ability" as a persuadee involves critical thinking and reflection skills, which can be ignited and honed through engaging conversations with your fellow students of persuasion.

3. Ask Questions – If you are having trouble understanding any parts of this course, let me know as soon as possible. I will gladly answer any questions you have about the course materials, lessons, and assignments. So if you have a question, please ask!

4. Clearly Identify Yourself - Please put your name on all assignments (on the assignment as well as in the subject line of the email).

LETTER GRADE ASSIGNMENT:

Assignment of the final grade will be based on the following percentages:

A >93% = A
>90 A- >93%
87 > B+ >90

83> B >87
80> B- >83
77> C+ >80
73> C >77
70> C- >73
67> D+ >70
63> D >70
60> D- >63
F <60

WRITING FORMAT

Criteria for 500-word writing assignments - Your goal is to persuade the reader by establishing authority/credibility. Write clearly, honestly, and ethically. Capture some essential truth about the topic, and deliver it in a compelling manner. Follow the standard rules of grammar, punctuation, and spelling.

Follow the AP news-writing style guidelines.

Double-space all copies using 12-pt type, 1-inch margins all around.

Deadlines: Deadlines are final. Any deadline missed will automatically cost 10 points off, plus one point off for each additional 24 hours.

Evaluation: Papers are expected to be submitted *on time* in a finished, edited, and grammatically correct form. Papers will be graded on an A - F scale. Proofread and edit all writing several times before submitting. Pairing up with a "buddy" writing partner classmate to review each other's work before submission to instructor is encouraged.

Rewrites: Writing is always about re-writing. Students may rewrite any writing assignment to resubmit for consideration of a higher grade. Rewrites must be submitted with original-graded version of work.

The IDEAL Program
ACADEMIC POLICIES

Ethics Statement of Confidentiality

An integral component of an IDEAL course is student and faculty expression of personal experiences for the purpose of facilitating coursework. Students enrolled in the program are expected to honor confidentiality as it pertains to student disclosure. Shared information, comments, or opinions expressed by another student or the faculty member during the course of classroom discussion should never be used in a manner which is intended to humiliate, embarrass, harass, damage, or otherwise injure other students in their personal, public, or business lives. In addition, confidentiality must be upheld by not disclosing any information that would identify any particular individual.

Attendance Policy

Course attendance, especially in an online course, is an integral part of the academic experience; therefore, students are expected to be participative in all course activities and discussions. If you do not participate during the first week of the course, you will be dropped from the course. If you cannot participate in all the course activities you should consider dropping the course.

Drop Procedures

To drop a course, you must complete and submit a Schedule Change Request Form. The form can be accessed at the following web page:
http://www.bridgeport.edu/include/pdf/AddDropForm.pdf.

Please print and complete the form and fax the form to the IDEAL Office: 203-576-4537. Prior to dropping a course, the student should contact their IDEAL Academic Advisor to understand the implications to financial aid and/or degree plan progress.

Please review the Academic Calendar to see the fees for a drop and the impact on tuition. The Academic Calendar can be found at: http://www.bridgeport.edu/pages/2595.asp

Academic Dishonesty

We are committed to intellectual integrity in our academic pursuits; therefore, the IDEAL program prohibits all forms of academic dishonesty. Academic dishonesty is normally defined as, but not limited to, the following two categories:

Cheating – Using inappropriate sources of information in an assignment or on a test. The following are examples of cheating taken from real student experiences:

Case #1: A student is enrolled in an introductory computer-programming course. He has co-workers who program in the same language as his final project. As the end of the term approaches, he wonders how he will find the time to get the project finished, and asks one of his co-workers for help. His co-worker hands him a disk with a complete program similar to the kind required for the course project. The student makes minor modifications to the program, and submits it under his own name.

Case #2: A student enrolled in a religious studies course has never taken a humanities or history course, and is unsure about how to structure a research paper. She is doing research on the World Wide Web, and comes across a paper written by a student from another university. Using her computer mouse, she copies and pastes the document into her word processor. She goes to great lengths to re-word the paper in her own style, but essentially leaves the content and organization the same.

Plagiarism – Intentional as well as unintentional failure to acknowledge sources as well as the use of commercially available so-called "research papers" without full recognition of the source. Presenting as one's own, the ideas, words, or products of another. The following are examples of plagiarism taken from real student experiences:

Case #3: A student is conducting research for a Civil War research paper. He has reviewed work on the Internet as well as in the library. Finding helpful information, he has summarized his findings without citing his sources. He believes that minor paraphrasing is all that is necessary.

Case #4: A student is writing a paper that requires her to address specific topics and problems in the assigned course textbook. She takes the information directly from the textbook with slight modification, without giving any citation. She thinks that since it is the course textbook, she doesn't have to use quotations or citations.

Academic dishonesty applies to all courses, assignments or exams completed by students and submitted as their own original work, whether in person or by electronic means. The University does not tolerate cheating in any form. It is a serious breach of conduct with serious consequences. Instructors have the right to determine the appropriate penalty for academic dishonesty in their own classes; generally, however, such acts will result in a failing grade for the assignment and/or the course. The penalty for subsequent acts of academic dishonesty may include expulsion.

More information on how to recognize plagiarism can be found at this site:
http://www.indiana.edu/~istd/plagiarism_test.html

ACADEMIC RESOURCE CENTER

The Academic Resource Center is available for IDEAL students seeking help in their studies. The Center is staffed by writing professionals and peer tutors. More information can be

found at: http://myub.bridgeport.edu/academics/academicrescenter/Pages/default.aspx The Center is located in the Wahlstrom Library, Room 506. Hours of operation are Mondays –Thursday 9am – 6pm and Fridays 9am – 1pm. Make an appointment or walk-in: Telephone: 203-576-4290. Online Tutoring is available at: www.etutoring.org. To use this free service you must have a UBNet account.

Obtaining a UBNet Account

Every registered student should obtain a UBNet Account. The account allows you to access your grades, access library services, access online tutoring, access the computers in computer labs, and provides an email account in which the University sends out information. Go to: http://www.bridgeport.edu/ubnet - Click on "New UBNet Account" and follow the instructions.

The @bridgeport.edu email address is the official email the University uses to send information to you. You can have your Bridgeport.edu email forwarded to any other email account you use. Following the activation of your UBNet account (takes 24 hours), login at: http://www.bridgeport.edu/email and click on "forwards" at the top of the page. Follow the directions to forward email messages to your other account.

Accessing Your Grades & Schedule Online

The WebAdvisor online information system allows students to search for available classes, check grades, view semester class schedule and verify your personal profile. Grades are generally posted 2-3 weeks following the end of a course. Information on WebAdvisor is password protected and requires you to use your UBNet username and password. To access WebAdvisor, go to: http://www.bridgeport.edu/webadvisor

- Login in with your UBNet username and password.
- Click on "Student Menu."
- Click on "My Grades."
- If you are carrying a financial balance, access to WebAdvisor will be restricted.

Using the Library

You can access the library through the library's website:
http://www.bridgeport.edu/library.

Research tools available:

- Search for books held at the library.
- Search the online databases for your academic field; business, counseling, human services, psychology, etc.
- Send questions to the Reference Librarian for assistance in research topics and searching strategy.

- To access the online journals for research purposes, you will need a UBNet account (see above).

IMPORTANT CONTACT INFORMATION

Office	Contact	Telephone	Email
Bridgeport Campus Security		(203) 576-4911	ubsecurity@bridgeport.edu
Bursar	Robinson Hernandez	(203) 576-4692	bursar@bridgeport.edu
Cashier	Lana Mistry	(203) 576-4682	cashier@bridgeport.edu
Financial Aid		(203) 576-4568	sfs@bridgeport.eud
Registrar		(203) 576-4642	registrar@bridgeport.edu
Emergency Notification Phone		(203) 576-4159	
Distance Education Office		(203) 576-4853	ubonline@bridgeport.edu
IDEAL Office		(203) 576-4800	idealinfo@bridgeport.edu

CAMPUS CONTACT INFORMATION

Campus	Address	Telephone	Email
Bridgeport	126 Park Avenue Bridgeport, CT 06604	(203) 576-4800	idealinfo@bridgeport.edu
Stamford	5 Riverbend Drive Stamford, CT 06750	(203) 358-0700	ubstamford@bridgeport.edu
Waterbury	84 Progress Lane Waterbury, CT 06705	(203) 573-8501	ubwaterbury@bridgeport.edu
Woodbridge	6 Lunar Drive Woodbridge, CT 06525	(203) 576-4800	idealinfo@bridgeport.edu
IDEAL Office		(203) 576-4800	idealinfo@bridgeport.edu

Directions to IDEAL Campus locations	http://www.bridgeport.edu/pages/2260.asp

To fill out your financial aid report to the Federal Government, please go online to **www.fafsa.ed.gov**. The school code for the University of Bridgeport is 001416.
Federal Student Aid Information: 1-800-433-3243