COURSE SYLLABUS

Please read the following course syllabus carefully, especially the course dates, times and location. If you have any questions, please do not hesitate to communicate with the IDEAL Program 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 the 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 your time outside the course to prepare for and complete the course assignments. This varies between students and courses; however, students typically spend nine-twelve hours per week on course material.

To participate in the IDEAL Program, it is expected that you will do the following:
1. Participate in and complete the online orientation prior to your first online course.
2. Obtain the required course materials prior to the course start date.
3. Login and participate in your course a minimum of three times per week.
4. Complete all assignments to the best of your ability.
5. Participate in the class discussions and demonstrate respect and consideration to the instructor and other students when they express themselves in discussion.
6. If you have any technical difficulties, you must contact the Office of Distance Education immediately at ubonline@bridgeport.edu.

If you cannot perform these six expectations, it is recommended that you drop the course. We look forward to your academic success in each course and the ultimate completion of your degree.
Course No. & Title: MCOM 201 DL2, Persuasive Communication
Semester and Term: FALL 2015
Day and Dates: August 24 – October 17, 2015
Time: online
Campus Location: Distant Learning

Course Description:
Study of communication as a form of influence; the process and functions involved, its potential and limitations; social and personality factors related to persuasion, attitude formation and change. Students will analyze and present persuasive messages.

Prerequisite Courses: None
Course Code: IS, UC

Required Textbooks:

To order textbooks, go to the bookstore website at http://bridgeport.textbooktech.com/
Select IDEAL Campus and login to the bookstore. Select the course and follow instructions.

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

Learning Outcomes:
Upon completion of this course the student should be able to:
- 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 throughout the textbook.

Instructor Contact Information:
Name: Lisa M. Calderone
Preferred Contact Method: Email: lcaldero@bridgeport.edu
Back-up Contact Method: Email lisacalderone@yahoo.com or call (203) 912-0932 (cell)
I. 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.

III. Canvas, Assignments & Grading Criteria:

For this 8-week online course, Canvas will be our "classroom." This is where you will receive your weekly assignments, where we will have our classroom discussions, where you will hand in your homework assignments and receive grades, and where you can take textbook quizzes to improve your grades.

Class will begin every week on Monday morning, when a new "Module" will be released that will contain your weekly workload. At the top of each Module will be a Weekly Agenda that sums up your coursework for the week ahead.

1. For Weeks 1-6, your Modules will include:

- **Readings and/or Videos Assignment** - (2-3) chapters from one or both of the (2) required books per week and/or viewing of video clips
- **Writing/Media Assignment** - "500 Words or Less" written essays and/or 3-4 minute audio or video files
- **Persuasion Awareness Assignment** - Exercises to help awaken the "co-persuador" in you
- **Classroom Discussions** - (1-2) topics to discuss as a class, based on the readings and/or videos assigned

For the first 6 weeks, your weekly workload will be heavy on readings (mostly textbook with supplemental pdf's, videos, web pages, social network media, etc.). The "Writing" and "Persuasion Awareness" assignments, coupled with the required "Class Discussions," will help put what you're learning about into context. Together, your weekly Assignments and Discussions will constitute 75% of your grade, as such:

- Writing/Media Assignments - 25%
- Persuasion Awareness Assignments - 25%
- Class Discussions - 25%
**Please Note:** As you will learn in your textbooks, the credibility of the "sender" of persuasion is critical. The objective of the "500 Words or Less" essay assignments is to help you become stronger persuaders in this Social Network Media world where blogging and online social interaction is a daily reality. As such, your ability to write clear, grammatically-clean, and concise sentences will greatly enhance your ability to become persuasive communicators. Therefore, for written assignments, 1 point will be taken off for every grammatical error - including typos, missing or misused commas, misspelled or misused words, etc. - up to 10 errors. Additional points off will be taken for run-on, fragmented, or awkward sentences, and 2 points off if there is no title to your paper.

**Both the Writing and Persuasion Awareness Assignments** will be graded on a check (B), check minus (C), or check plus (A) basis. For the Persuasion Awareness Assignments, there will be less emphasis on grammar and more on how well you understood the assignment, carried it out, and became more "aware" of the art and science of persuasion in the process.

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: Monday or Tuesday for the springboard for discussion; Wednesday or Thursday to contribute to the conversation initially; and Saturday or Sunday to review the full initial thread of comments and complete the discussion. Your Class Discussion grade will be based on how thoughtful, timely, and on topic your posts are, and you will be given that grade at the end of the course.

2. **Final Project = Final 25% of Your Grade**

In the last 2 weeks, your focus will shift from comprehending the textbook and supplemental material to applying all to your Final Project. The Final Project will involve the creation of an audience analysis and: an Integrated Marketing Campaign (IMC) for a single product, service, or cause (i.e. a proposal); or a Multimedia Persuasive Communication signature piece (i.e. a product). For the latter, you may choose your method and mode of communication - a podcast of an original speech you've written, a video presentation, a PowerPoint slideshow, an industry-specific blog, a text-only grant proposal, etc. My hope is that you will choose a project you feel passionate about - **passionate enough to persuade your classmates of your primary message**.

The Final Project will constitute **25% of your grade**, and the rubric for this grading will be released on Canvas at a later date.

**Letter Grading Scale:**

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<tr>
<td>79-77</td>
<td>C+</td>
<td>Below 60</td>
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IV. Course Calendar

WEEK 1 (August 24)

Readings:
• Welcome Announcement
• First 3 Chapters of Persuasion: Reception and Responsibility
• Op-ed piece "Pomp and Circumstance"

Discussion Board:
• Introduce Yourself (by Thursday).
• Ethics in Corporate Facebook Pages (by Thursday)

Writing Assignment:
• "500" Words or Less Essay on Any Topic (by Sunday)

Persuasion Awareness Assignment:
• Persuasion Awareness Diary

WEEK 2 (August 31)

Readings:
• Chapters 4-6 of Persuasion: Reception and Responsibility
• Martin Luther King Jr.'s I Have A Dream Speech (watch and read)
• President Ronald Reagan's The Space Shuttle "Challenger" Tragedy Address (watch and read)
• Archetypeme.com (visit & click about)

Discussion Board:
• Persuasion Awareness Diary Discussion (by Thursday)
• Tools for Analyzing Persuasive Speeches (by Thursday)

Writing/Media Assignment:
• "500" Words or Less Essay OR 3-4 minute podcast or video on The Power of "No!" (by Sunday)

Persuasion Awareness Assignment:
• Social Scientific Approaches to Persuasion Reflection (by Sunday)

WEEK 3 (September 7)

Readings:
• Chapters 7 & 8 of Persuasion: Reception and Responsibility
Videos:
• The Persuaders: The Science of Selling (View only Section 4 of The Persuaders)
• RSA Animate - The Paradox of Choice

Discussion Board:
• The Science of Selling & The Paradox of Choice: Open Discussion (by Thursday)
• Social Scientific Approaches Discussion (by Thursday)

Writing/Media Assignment:
• 500-Word Membership Recruitment Letter OR podcast or video membership "commercial" (by Sunday)

Persuasion Awareness Assignment:
• Reasoning, Fallacy & Syllogisms Journal (by Sunday)

WEEK 4 (September 14)

Readings:
• Chapters 9 & 10 of Persuasion: Reception and Responsibility
• Intro & Chapters 1-2 of Made to Stick: Why Some Ideas Survive and Others Die
  • Made to Stick Core Concepts

Videos:
• A Man from Hope: Part I and Part II

Discussion Board:
• The SUCCESs Approach Discussion (by Thursday)
• Reasoning, Fallacy & Syllogism Discussion (by Thursday)

Writing/Media Assignment:
• 500-word bio or 3-4 minute podcast/video resume (by Sunday)

Persuasion Awareness Assignment:
• Nonverbal Communication Assignment (by Sunday)

WEEK 5 (September 21)

Readings:
• Chapters 11 & 12 of Persuasion: Reception and Responsibility
• Chapters 3-4 of Made to Stick: Why Some Ideas Survive and Others Die
Videos:
• The Persuaders: "Narrowcasting of the Future" segment
• RSAnimate: The Paradox of Choice

Discussion Board:
• The SUCCEs Approach - Discussion #2 (by Thursday)
• Nonverbal Communication Discussion (by Thursday)

Writing Assignment:
• 500-Word Reflective Essay (by Sunday)

Final Project Assignment:
• Final Project Proposal - students must submit their Final Project idea to instructor for approval (by Sunday)

WEEK 6 (September 28)

Readings:
• Chapters 13 & 14 of *Persuasion: Reception and Responsibility*
• Chapters 5-6, Epilogue & Sticky Advice of *Made to Stick: Why Some Ideas Survive and Others Die*

Videos:
• Tony Schwartz: The Door Radio Ad
• The Door Radio Ad
• Tony Schwartz: Using Music & Effects in Videos
• Marshall McLuhan: The World is a Global Village

Discussion Board:
• The SUCCEs Approach - Discussion #3 (by Thursday)
• Media Innovations Discussion (by Thursday)

Writing/Media Assignment:
• Radio Script Ad (by Sunday)

Final Project Assignment:
• Final Project Audience Analysis (by Sunday)

WEEK 7 (October 5)

Final Project Assignment:
• A Single Persuasive Communication involves a polished, finalized communications product with a singular persuasion goal and a distinct Call-to-Action. In addition, students will be required to hand in a 2-3 page synopsis to accompany the communications product, which might be in the form of a Video, Blog, PowerPoint Presentation, or Infographic.
Discussion Board:

Final Project Proposal Discussion (by Wednesday)
Audience Analysis Discussion (by Thursday)

WEEK 8 (October 12)

Final Project Assignments:
• Class Assessments (by Tuesday)
• Final Draft of Final Project (by Sunday)

Discussion Board:
• Lifetime Learning (by Thursday)

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

**Attendance Policy**
Course attendance via online participation is an integral part of the online academic experience; therefore, students are expected to be participative in all course activities and discussions. If an absence is unavoidable, the student should communicate with the instructor. Arrangements should be made at that time for submission of any missed assignments.

**IMPORTANT:**
- An absence (lack of participation) in any week of the course, will drop the final grade by one letter grade (for example if a student earns a grade of “B” in the course, the final grade would be a “C”).
- An absence of two or more weeks will be cause for a failing grade.

**Drop Procedures**
To drop a course, you must complete and submit a Schedule Change Request Form. The form can be accessed at the IDEAL Course Schedule webpage: [http://www.bridgeport.edu/academics/continuinged/ideal-academic-degree-programs-and-certificates/ideal-course-schedule/](http://www.bridgeport.edu/academics/continuinged/ideal-academic-degree-programs-and-certificates/ideal-course-schedule/).

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 drop fees and tuition refunds at the Academic Calendar, accessed at the IDEAL Course Schedule webpage (same link above).

**Cell Phones**
Cell phones must be turned off (or placed on “vibrate”) while in the classroom. A cell phone call is disruptive and disrespectful to the other students in the class.

**Academic Dishonesty**
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 psychology course. He has co-workers who have taken the same course. As the end of the course approaches, he wonders how he will find the time to get the research paper finished, and asks one of his co-workers for help. His co-worker hands him a research paper that he submitted in a similar course. The student makes minor modifications to the paper, and submits it under his own name.

**Case #2:** A student enrolled in a humanities course is unsure about how to structure an essay. She is doing research on the World Wide Web, and comes across an essay written...
by a student from another university. Using her computer mouse, she copies and pastes the essay 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. 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 courses; 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

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.

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://www.bridgeport.edu/pages/2209.asp The Center is located on the 5th Floor of the Wahlstrom Library. 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 MyUB; the portal for grades, library services, Canvas online learning system. Also, the account allows you access to computers in the Library and 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 private 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.

Learning Management System (LMS) - Canvas
For all courses that use Canvas, you can access Canvas through the portal by using the myUB link. Faculty post class documents on Canvas e.g. syllabus, power points, discussion questions, case studies, current event articles, papers, reports etc. (save some trees). All students have access, and can download and copy the documents.

Canvas Tutorial For Students: https://bridgeport.instructure.com/courses/985903

For assistance contact the UB Help Desk at 203-576-4606 or email helpdesk@bridgeport.edu
https://bridgeport.instructure.com/courses/829447/

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. To access WebAdvisor, login in to MyUB and follow the WebAdvisor menu on the right. If you are carrying a financial balance, access to WebAdvisor will be restricted.

Using the Library
Access to the Digital Library is through MyUB. On the MyUB home, in the central column, click on “myEureka Digital 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.

Using Computers
Open access computer labs are available at three locations:

- Bridgeport – 1st floor of the Wahlström library. Check library hours of operation at: http://www.bridgeport.edu/library.
Course Cancellations
Any emergency necessitating the canceling of courses will be announced by the University through the Emergency Notification Telephone Line, (203) 576-4159. Please call this number for information on course cancellations. Also, information will be posted under “Latest News” on the UB home page, (www.bridgeport.edu). Canceled classes will be made up either the week following the end of the course or in consultation between the instructor and the students as to day and time availability. Course cancellations are also announced on television and radio stations.

IMPORTANT CONTACT INFORMATION

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<thead>
<tr>
<th>Office</th>
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<th>Email</th>
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<tbody>
<tr>
<td>Bridgeport Campus Security</td>
<td>(203) 576-4911</td>
<td><a href="mailto:ubsecurity@bridgeport.edu">ubsecurity@bridgeport.edu</a></td>
</tr>
<tr>
<td>Bursar</td>
<td>(203) 576-4692</td>
<td><a href="mailto:bursar@bridgeport.edu">bursar@bridgeport.edu</a></td>
</tr>
<tr>
<td>Cashier</td>
<td>(203) 576-4682</td>
<td><a href="mailto:cashier@bridgeport.edu">cashier@bridgeport.edu</a></td>
</tr>
<tr>
<td>Financial Aid</td>
<td>(203) 576-4568</td>
<td><a href="mailto:sfs@bridgeport.edu">sfs@bridgeport.edu</a></td>
</tr>
<tr>
<td>Registrar</td>
<td>(203) 576-4635</td>
<td><a href="mailto:registrar@bridgeport.edu">registrar@bridgeport.edu</a></td>
</tr>
<tr>
<td>Emergency Notification Phone</td>
<td>(203) 576-4159</td>
<td></td>
</tr>
<tr>
<td>IDEAL Office</td>
<td>(203) 576-4800</td>
<td><a href="mailto:idealinfo@bridgeport.edu">idealinfo@bridgeport.edu</a></td>
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CAMPUS CONTACT INFORMATION

<table>
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<tr>
<th>Campus</th>
<th>Address</th>
<th>Telephone</th>
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<tbody>
<tr>
<td>Bridgeport</td>
<td>126 Park Avenue Bridgeport, CT 06604</td>
<td>(203) 576-4800</td>
<td><a href="mailto:idealinfo@bridgeport.edu">idealinfo@bridgeport.edu</a></td>
</tr>
<tr>
<td>Stamford</td>
<td>5 Riverbend Drive Stamford, CT 06750</td>
<td>(203) 358-0700</td>
<td><a href="mailto:ubstamford@bridgeport.edu">ubstamford@bridgeport.edu</a></td>
</tr>
<tr>
<td>Waterbury</td>
<td>84 Progress Lane Waterbury, CT 06705</td>
<td>(203) 573-8501</td>
<td><a href="mailto:ubwaterbury@bridgeport.edu">ubwaterbury@bridgeport.edu</a></td>
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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