INSTRUCTOR: John T. Morrison, Ph.D.
Lecturer, Department of Communication, Rollins College

AVAILABILITY: Office location: CSS 181
Office phone: 407-691-1395; Cell phone: (407) 923-6450 (no texts please)
Email: jmorrison@rollins.edu
Office hours: Mondays: 12:30pm-2:15pm and 4:00pm-6:30pm; Tuesdays: 2:00pm-3:30pm,
Wednesdays: 12:30pm-2:15pm and 4:00pm-6:30pm, and by appointment
Web presence: Blackboard

978-0205912964

COURSE DESCRIPTION: Effective communication is critical to professional and personal development, and persuasion is critical to communication in interpersonal and organizational contexts. This course examines the theory and practical implications of persuasive messages at the intrapersonal, interpersonal, small group, organizational, and mass media levels. Persuasive communication also has many ethical implications, which are examined in depth. Theory in the field is quite fascinating, quite thorough, beginning thousands of years ago. This course is designed to cover both classical and cutting edge empirical research in the field.

COURSE GOALS: This course is designed to improve both the theoretical understanding and practical performance of persuasive communication. This course will familiarize the student with:

1. Persuasive communication dynamics from multiple theoretical perspectives
2. Practical applications of persuasive communication
3. The effects of verbal and nonverbal techniques on perception, compliance, motivation, deception, credibility, and other artifacts
4. The connection between persuasive message design and identity and culture
5. Issues regarding ethical and unethical persuasive appeals in the media, marketplace, the workplace, interpersonal encounters, and other contexts
6. The use, recognition, and resisting of illogical evidence
7. The crafting of effective persuasive appeals

LEARNING OBJECTIVES: Students will be able to:

1. Demonstrate critical thinking by applying theoretical concepts to practical situations
2. Recognize communication behaviors necessary to effectively communicate in a diverse society.
3. Demonstrate understanding of the processes by which social-scientific knowledge about human communication is generated
4. Apply theory-based communication strategies in various contexts
5. Demonstrate understanding of theories, models, and principles that apply to communication in various contexts.
6. Demonstrate understanding of constructs, terminology, and historical influences applicable to communication in various contexts.

METHOD OF INSTRUCTION: Lecture and discussion, with an emphasis on student participation.

ROLE OF INSTRUCTOR: The instructor is a resource for the motivated student. Lectures and presentations will outline assigned readings and research; they are not a substitute for student efforts. The instructor can be considered an organizer and guide for the student.

ROLE OF STUDENT: It is the individual student’s responsibility to attend classes, read assigned materials, participate in exercises, offer original and pertinent commentary, ask questions, and to treat the instructor and other students with respect.
IN-CLASS PROTOCOL:

Laptops, cell phones, media players and all other personal electronics must be off during class, except for recording of presentations and online course-related activities. Outlines from the PowerPoints available on Blackboard will serve as your notes, and you should print these (outline view), bring them to class, and add to them by hand as needed.

Rollins’ Recording Use Policy:
In order to protect the integrity of the classroom experience, the use of recording devices is limited to either the expressed permission of the faculty member or with proper documentation from the Office of Accessibility Services. Information about accommodations through Accessibility Services can be found at http://www.rollins.edu/accessibility-services/. Recording without the proper authorization is considered a violation of the Rollins Code of Community Standards.

COURSE POLICIES:

Attendance: Much of the value of this course is derived through discussion and participative experiences, so attendance is required. One missed day is allowed for an emergency, sickness, or significant personal reason. Any additional missed time results in an academic warning and requires a written assignment for as a make-up for the missed time. Two missed days without make-up work results in a 50% score on the attendance and participation grade; three missed days without makeup work results in 0% attendance score; missing four days for any reason results in a course failure (no make-up work can compensate). An illness or other qualifying circumstance may allow the student to apply for an incomplete. It is the student’s responsibility to sign in each day. Late arrival (after the sign in) or early exit is equivalent to one half a missed class. Exemptions for approved Rollins’ events must be discussed during the first week and will require an official, published Rollins’ schedule listing the student’s name and the date of the event. Practices and rehearsals do not constitute qualifying Rollins’ events. Make-up work for missing more than two days applies to athletes, regardless of exemptions. Any student expecting to miss more than two classes for outside activities (including sports and other Rollins events) should not take this course in the current semester.

Rollins’ Absences Policy:
The professor will accommodate a reasonable number of excused absences for religious holidays and official off-campus college business such as academic conference presentations and athletic competitions. However, per the College’s policy on excused absences (http://www.rollins.edu/catalogue/academic_regulations.html#class-attendance), students must discuss with the professor the dates of the anticipated absences no later than the last day of the drop period. Students must present to their professor written evidence of the anticipated absences and discuss with him/her how and when make-up work should be completed prior to missing the class. Students should not expect to receive allowance for excused absences if they do not meet with the professor beforehand and clarify the dates as necessary. Absences will be addressed by the faculty member in accordance with his/her attendance policy. The professor retains the right to determine what would be considered to be a reasonable number of absences (excused or otherwise) for the course. A student will not fail a course because the number of religious observances and/or college business absences exceed the number of absences allowed, except if excessive absences make it impossible to fulfill the expectations of the course. The student’s class participation grade in the course, though, may still be affected.

Deadlines: Deadlines are final. Substitute work will not be offered for missed assignments except at the instructor’s discretion for documented emergencies. Email systems are sometimes unreliable, so submit assignments early.

Participation and Reading: Assigned materials must be read before each class session. Lectures supplement the reading assignments. Students are expected to participate actively and constructively in class activities and discussions.

Assignments: All assignments are to be prepared professionally and in accordance with Rollins’ standards. Research assignments must be prepared with a word processor. References are required. All assigned writing must follow APA (version 5 or 6) style for inline citations and the references page.

Examinations: Three exams will test comprehension of course readings and lecture. Exams will be closed-book and closed notes. Tests will consist of questions based on lecture, and items published on Blackboard, which are based on the assigned chapter readings.
Note: If you decide to take two courses from me on the same day, you will take two exams on the same day. Unless you have an academic accommodation on file, you may not reschedule exams.

Make-up exams: Unless an extreme emergency presents itself, exam deadlines are final. In case of a medical emergency, it is your responsibility to contact the instructor before the next class period. If this is not possible due to illness, contact the instructor when possible to reschedule.

Academic Honesty:

Membership in the student body of Rollins College carries with it an obligation, and requires a commitment, to act with honor in all things. The student commitment to uphold the values of honor - honesty, trust, respect, fairness, and responsibility - particularly manifests itself in two public aspects of student life. First, as part of the admission process to the College, students agree to commit themselves to the Honor Code. Then, as part of the matriculation process during Orientation, students sign a more detailed pledge to uphold the Honor Code and to conduct themselves honorably in all their activities, both academic and social, as a Rollins student. A student signature on the following pledge is a binding commitment by the student that lasts for his or her entire tenure at Rollins College.

The development of the virtues of Honor and Integrity are integral to a Rollins College education and to membership in the Rollins College community. Therefore, I, a student of Rollins College, pledge to show my commitment to these virtues by abstaining from any lying, cheating, or plagiarism in my academic endeavors and by behaving responsibly, respectfully and honorably in my social life and in my relationships with others. This pledge is reinforced every time a student submits work for academic credit as his/her own. Students shall add to the paper, quiz, test, lab report, etc., the handwritten signed statement:

"On my honor, I have not given, nor received, nor witnessed any unauthorized assistance on this work."

Material submitted electronically should contain the pledge; submission implies signing the pledge.

Academic dishonesty includes all of the following (not an exhaustive list):
- Unauthorized assistance on assignments, quizzes, or exams
- Plagiarism
- Signing someone else’s name on an attendance sheet, or allowing someone else to sign in for you
- False statements regarding behaviors that may affect academic standing
- Misrepresenting the level of effort given to an assignment (e.g. submitting your original work done for another course without consent of the instructor)

Accessibility Services
Rollins College is committed to equal access and inclusion for all students, faculty and staff. The Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 create a foundation of legal obligations to provide an accessible educational environment that does not discriminate against persons with disabilities. It is the spirit of these laws which guides the college toward expanding access in all courses and programs, utilizing innovative instructional design, and identifying and removing barriers whenever possible.

If you are a person with a disability and anticipate needing any type of academic accommodations in order to fully participate in your classes, please contact the Office of Accessibility Services, located on the first floor of the Olin Library, as soon as possible. You are encouraged to schedule a Welcome Meeting by filling out the “First Time Users” form on the website: http://www.rollins.edu/accessibility-services/ and/or reach out by phone or email: 407-975-6463 or Access@Rollins.edu.
All test-taking accommodations requested for this course must first be approved through the Office of Accessibility Services (OAS) and scheduled online through Accommodate at least 72 hours before the exam. Official accommodation letters must be received by and discussed with the faculty in advance. There will be no exceptions given unless previously approved by the OAS with documentation of the emergency situation. We highly recommend making all testing accommodations at the beginning of the semester. OAS staff are available to assist with this process.

**Assessment:** Rollins College is strongly committed to creating and maintaining a culture of evidence-based continuous improvement. The Department of Communication’s assessment initiative is designed to help answer the essential questions of the learner-centered college: Are our students learning? How do we know they are learning? How does what we know allow us to improve learning? Your participation in this program is essential to quality assessment and program improvement. As part of this major, you will be asked to participate in a knowledge and skills assessment. Your efforts and participation in the assessment process will not affect your course grade. We sincerely appreciate your participation in developing and improving the Communication Studies courses.

**Title IX Statement:** Rollins College is committed to making its campus a safe place for students. If you tell any of your faculty about sexual misconduct involving members of the campus community, your professors are required to report this information to the Title IX Coordinator. Your faculty member can help connect you with the Coordinator, Oriana Jiménez (TitleIX@rollins.edu or 407-691-1773). She will provide you with information, resources and support. If you would prefer to speak to someone on campus confidentially, please call the Wellness Center at 407-628-6340. They are not required to report any information you share with the Office of Title IX.

Sexual misconduct includes sexual harassment, stalking, intimate partner violence (such as dating or domestic abuse), sexual assault, and any discrimination based on your sex, gender, gender identity, gender expression or sexual orientation that creates a hostile environment. For information, visit [http://www.rollins.edu/titleix/](http://www.rollins.edu/titleix/)

**Credit Hour Statement:** This course is a four-credit-hour course that meets three hours per week. The value of four credit hours results, in part, from work expected of enrolled students both inside and outside the classroom. Rollins faculty require that students average at least 2 ½ hours of outside work for every hour of scheduled class time. In this course, the additional outside-of-class expectations include textbook reading, library research, research article summaries, reading of journal articles, and completion of 15 test banks of about 20 items per bank.

**Course and Instructor Evaluation:** At the end of each semester, students are asked to evaluate the course and instructor. These evaluations are extremely valuable in the teaching and learning process on our campus. Student evaluations help assess student perceptions of classroom learning and often lead to improved teaching. Your feedback is important and Rollins students are encouraged to be honest, fair, and reflective in the evaluation process. The online evaluative survey is anonymous. Students are never identified as the respondent. Instead, each student’s comments are assigned a random number. You will be asked to rate your course and instructor on a numerical scale and through narrative comments. The online Course and Instructor Evaluation (CIE) process opens at 8:00 a.m. on the first scheduled date. It remains open for a period of 14 days (2 weeks) until 12:00 a.m. (midnight) on the final scheduled date. The evaluation period ends prior to the start of final examinations and faculty cannot access completed evaluations until 10 days after the end of final exams. Students will receive one email at the start of the CIE period, one after the 15th day, and a final reminder the day before the CIE period ends. Students who complete evaluations for all classes will be able to view grades ten-days before students who do not complete an evaluation form.

**GRADING**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>Test 1: (Ch 1-5)</td>
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<tr>
<td>Test 2: (Ch 6-10)</td>
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</tr>
<tr>
<td>Test 3: (Ch 11-16)</td>
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<tr>
<td>Group Written Research Project</td>
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<tr>
<td>Group multimedia design</td>
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<tr>
<td>Final: Group presentation</td>
<td>5%</td>
</tr>
<tr>
<td>Attendance/participation</td>
<td>10%</td>
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Grading Scale

A (94%-100%) A- (90%-93%) B+ (87%-89%) B (84%-86%) B- (80%-83%) C+ (77%-79%) C (74%-76%) C- (70%-73%) D+ (67%-69%) D (64%-66%) D- (60%-63%) F (<60%)

Schedule (flexible except for exams and assignment due dates)

01/22/18: Introduction/course overview.
01/29/18: Mandatory class. Discuss the project in detail. Team time for project design
02/05/18: Discussions.
02/12/18: Discussions. Team time for multimedia promotional design/paper
02/19/18: TEST 1 due. Discussions
02/26/18: Discussions
03/05/18: Discussions. Team time for project requirements
03/12/18: No class: Spring Break
03/19/18: Discussions
03/26/18: TEST 2 due Discussions

Note: March 27th is the last day to withdraw without academic penalty

04/02/18: Discussions
04/09/18: Discussions. For next class: every team member must have a copy of the full team paper draft
04/16/18: Discussions. Team time for written project review
04/23/18: Discussions. Team time for presentation preparations, multimedia design and presentation
Written team projects are due today (Word document sent to my email by midnight)
04/30/18: TEST 3 due Discussions. Team time for multimedia design and presentation
05/07/18: Final exam: Group Presentations