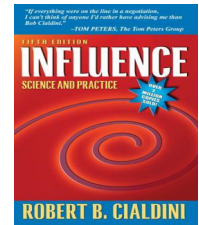


COM 319: Persuasion and Social Influence*
SLN: 46928 – Summer 2018 B Session
Monday, June 29 – Thursday, August 9th
Instructor: Dr. Bailey M. Oliver



(*syllabus is subject to change)

Dr. Bailey M. Oliver

Email: Bailey.M.Oliver@asu.edu

Email Availability: Although I am online quite frequently, I have a 48-hour return policy. If you have not heard back from me within 24 hours, please feel free to email me again.

It is imperative when emailing me that you sign your email with your name. Your ASU email does not always provide a clear indication of who you are.

This course is delivered solely through the Internet. Please see <http://asuonline.asu.edu> for a list of **TECHNICAL REQUIREMENTS** that you need to access this online course. If you are unfamiliar or uncomfortable with this type of computer-mediated environment, you might be better suited in another section of this course. Please become familiar with the class interface before the session begins and seek help if necessary. All ASU campuses have resources available to help you with this task. A lack of technical knowledge is not an acceptable excuse for late work. All students are responsible for managing their time with regard to assignments and **PLANNED BLACKBOARD OUTAGES**. Information on planned outages can be found at <http://systemstatus.asu.edu/>. Unplanned outages will be dealt with on a case-by-case basis.

CATALOGUE DESCRIPTION:

This class focuses on variables that influence and modify attitudes and behaviors of message senders and receivers, including analysis of theories, research, and current problems.

REQUIRED READING:

Text: Cialdini, R. (2008). *Influence: Science and practice* (5th ed.). Boston: Pearson. This book can be ordered through the ASU bookstore and either picked up in person or have it shipped.

Supplemental readings: are posted on Blackboard.

COURSE DESCRIPTION:

Persuasion is the process by which we change or reinforce the attitudes, beliefs, and behaviors of others. Persuasion is intrinsically a communication process and typically a strategic one. It permeates our personal, professional and public life and occurs at many levels, from influence between individuals, to national and international levels. In this course, we will survey research and theory on persuasion, social influence and compliance gaining, and consider its application in various communicative contexts.

LEARNING OBJECTIVES:

- To understand the processes by which a person or group attempts to change the opinions, attitudes, or behaviors of another person or group.
- To gain understanding of the major theories and research on persuasion and social influence.
- To learn about the communicative and psychological processes involved in specific persuasion topics.
- To learn how to think independently, systematically, and to critically process persuasive messages.
- To learn how to apply theories of persuasion and social influence in a variety of real world contexts.
- To develop skills in planning and designing persuasive messages.

ASSIGNMENTS:

Quizzes (120 points): There will be 6 quizzes, one each in modules 1 thru 6 (6 @ 20 points each). The format for these quizzes will be definitions, multiple choice, T/F, and fill in the blank. They will cover the material from the posted lectures, assigned readings and posted videos in that module. The quizzes are timed and you will be required to complete the quiz in one sitting. Do not wait until the latest possible time to take quizzes, as missed quizzes cannot be made up under any circumstances. However...

Optional Cumulative Final Quiz (20 points to replace lowest module quiz score): You will have the option to take a final, cumulative quiz. This is a no risk quiz. If you missed a module quiz, your score from this quiz would replace the zero. Or you may also choose to take the quiz and replace any lower module quiz score. If your cumulative final quiz score is lower than all your module quizzes, it will be ignored. It will NOT count as extra credit. And if you are satisfied with your grade and scores up to this point, you are free to bypass this quiz. Additionally...

Optional extra credit syllabus quiz (2.5 points): There is an optional extra credit syllabus quiz posted in module 1. It contains 10 T/F and multiple-choice questions that covers the syllabus, graded assignments, and intro video. Check the due date on the schedule so that you don't miss these bonus points!

Discussion Posts (90 points): This assignment requires you to complete the unit readings and to respond to a discussion prompt or question based on those readings for each module. For each of the modules, you will be required to submit an initial, original post (10pts) typically before its mid-unit deadline, and then to respond to a classmate's initial post (5pts) before the end of the unit deadline (Module 1 & 2 are unique, follow the directions in the module – Module 1 is the only module you do not have a response). To

earn credit, both posts must be submitted on time (**late posts are not accepted and will receive a 0**), be meaningful, substantial, and well-composed. Each initial post should creatively express your own original ideas and demonstrate your understanding of the units' concepts. Each response post should thoroughly address the initial post to which you are responding with additional substantive insights of your own.

Group persuasive message or campaign (20 points): You will have a limited list of topics from which to choose for this assignment. I will divide into smaller groups the people who signed up for each topic (4-6 students per group). Each group will create a targeted persuasive message or campaign that applies some of the theories and concepts we have covered through the term. The format should be a one or two-page flyer/poster/handout. Further details are posted on Blackboard.

Application Paper (40 points): In this paper, you will discuss your group project, and apply the concepts and theories that were utilized in your messaging. This is an individual paper, based on your group work. It is NOT a group paper. Each group member will submit their own paper. Papers will be submitted to SafeAssignment by **11:59PM** on the due date on the syllabus. Further details are posted on Blackboard.

POLICIES:

Participation and Accountability

Participation and preparedness are expected. All assignments are due by the date on the syllabus/schedule, by **11:59PM** Arizona time. Waiting until just before the deadline to complete or submit a graded activity carries the risk of missing that deadline due to unforeseen problems.

Missing the deadline for completion of a quiz, or discussion posting is never acceptable. Deadlines are absolute. Extensions are not granted in this online course. Please be advised that missed discussion posts receive a **zero**.

You should be very careful and fully prepared when you take the quizzes. You should use a reliable Internet source. If you should lose connectivity while taking an exam, immediately log back in as the timer continues to count down when you are offline.

This class, as all others in the Hugh Downs School of Communication, is taught in English. If English is not your first language and you are having difficulty in speaking, writing, or understanding—please seek assistance at the Writing Center on campus or with the International Student office, which provides conversational groups for non-native speakers. Since this class is taught in English, all work in this course will be graded based on a common rubric that assumes an understanding of English.

Academic Integrity

The College of Liberal Arts and Sciences and the Hugh Downs School of Human Communication strongly believe in academic integrity; thus, instructors in the College and School do not tolerate cheating and plagiarism. Instructors who find compelling evidence of academic dishonesty will actively pursue one or more of the following actions: assigning a grade of XE ("failure through academic dishonesty") to the student, advocating the suspension or

expulsion of the student from the College, and/or referring the student to Student Judicial Affairs. If a student who is charged with academic dishonesty is found to be in violation, then one or more of these disciplinary actions will be taken. For further information, please read the Student Academic Integrity policy and the code of conduct for the Hugh Downs School of Human Communication at: <http://hdshc.asu.edu/acadintpol.html>.

Please be advised that all work for this class must be **original** to this class. You may not recycle papers or work from other courses you've taken, including if you are taking this course over again; we consider this behavior to be academically dishonest and/or plagiarism.

Student Conduct

I want to build a classroom climate (even an online climate) that is comfortable for all. In a communication class, it is *especially* important that we (1) display respect for all members of the class – including the instructor and students, (2) pay attention to and participate in all class activities; and (3) avoid racist, sexist, homophobic or other negative language that may unnecessarily exclude members of our campus and classroom. This is *not* an exhaustive list of behaviors; rather, it represents examples of the types of things that can have a dramatic impact on the class environment. Your final grade may be reduced by 1% *each time* you engage in these sorts of behaviors (via Discussion Boards, submitted assignments, or group project activity). Further, students who enact these behaviors towards other students or towards the instructor before, during, or after the course dates will have their grade lowered by 25% *each time* they engage in this sort of behavior (and, students engaging in such behaviors will be permanently removed from the class and the proper authorities notified).

Students are required to adhere to the behavior standards listed in the Arizona Board of Regents Policy Manual Chapter V – Campus and Student Affairs: Code of Conduct (http://www.abor.asu.edu/1_the_Regents/policymanual/chap5/index.html), and the ACD 125: Computer, Internet, and Electronics Communications (<http://asu.edu/aad/manuals/acd/acd125.html>).

Students are entitled to receive instruction free from interference by other members of the class. An instructor may withdraw a student from a course when the student's behavior disrupts the educational process under USI 201-10 (<http://www.asu.edu/aad/manuals/usi/usi201-10.html>). As noted in this document, "An instructor may withdraw a student from a course with a mark of "W" or "E" when the student's behavior disrupts the educational process. Disruptive classroom behavior for this purpose is defined by the instructor." In cases where disruptive behavior does not warrant removal from class, at the instructor's discretion a student's final grade will be lowered by 25% instead.

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <http://sexualviolenceprevention.asu.edu/faqs/students>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish discuss any concerns confidentially and privately.

Disability Resource Center

Students with disabilities that have been certified by the ASU Disability Resource Center will be appropriately accommodated. The Disability Resource Center is located at: Matthews Center, P.O. Box 873202, Arizona State University, Tempe, AZ 85287. Phone (480) 965-1234, TDD (480) 965-9000, Web Page <http://www.asu.edu/studentaffairs/ed/drc/>.

GRADES:

If you have a question/concern about a grade you should send a **detailed** description of your grade concern to me within **four (4)** days of the posted grade. I will carefully review the posted grade and your question/concern and respond to you within one week. I reserve the right to lower your score after taking the time to re-assess a grade. Please read the following for an understanding of what I consider to be a fair grade.

A+ = Outstanding commitment to success in the class, proactive involvement in group discussion, a near perfect exam score, thorough and thought provoking written work, unquestionable reliability in meeting deadlines and course expectations.

A & A- = Similar to A+ work, but missing some of the criteria listed above.

B+ = Good group discussion entries, an ability to think critically and display this in papers and exams, and an above average commitment to the course.

B & B- = Similar to B+ work, but missing some of the criteria listed above.

C+ = Completion of all assignments, adequate understanding of course work, indicative of solid effort.

C = Completion of all assignment, average scores on papers and exams.

D = Below average work, usually indicative of missed assignments, not following assignment instructions, or poor exam scores.

E = Failure to meet the course requirements

POINTS:

Quizzes	(6 – 20 points each)	120 points
Discussion board		90 points
Group project		20 points
Application paper		40 points
		<u>Total: 270 points</u>

GRADE SCALE:

A+ = 99% -100%	A = 94% - 98.9%	A- = 90% - 93.9%
B+ = 87% -	B = 84% - 86.9%	B- = 80% - 83.9%
C+ = 77% -79.9%	C = 70% - 76.9%	
D = 60% - 69.9%		
E = 59.9% - 0	XE = Academic dishonesty	

COMMUNICATION PROCEDURES: Please read this section carefully. It is important that you follow these procedures when communicating within our course.

Blackboard/MyASU

I will post announcements, grades, handouts, documents, and lectures to the site on a regular basis. It is your responsibility to make sure that you have access to the course website and to check it regularly.

Follow the Technical Support link on the home page of the website if you have any questions or are experiencing any difficulties.

Mass e-mails and announcements

I will send the entire class an email whenever I post an announcement. However, my email will not reach you if your account is full. It is your responsibility to check the announcements page regularly – even if you don't receive an email from me

Contacting me

I will check messages according to the posted availability on p.1 of the syllabus. Please understand that if the answer to your question is found on the syllabus, hallway conversations, or in an assignment description, I may simply refer you to the appropriate document. Be sure to indicate the course you are in (COM319), and sign your email with the name you are associated with in the course. Students occasionally will undergo a name change during their academic careers – if you are on the roster as 'Chris Doe' and change/changed your name to 'Chris Smith,' please sign your email Chris (Doe) Smith, or in some way that I can find you in the class.

Disclaimer

The information provided in this syllabus (including the course requirements and tentative class schedule) constitutes a list of basic class policies. Instructors reserve the right to modify this information when deemed necessary for any reason. You will be notified via email/Blackboard if/when any changes occur

COURSE SCHEDULE

Limited revisions of this schedule might occur.

Each module *typically runs from Monday-Sunday

DB=Discussion Board • OP=Original Post • RP=Response Post • EC=Extra Credit

Module	Topic	Readings	Assignments	Due Dates
WEEK ONE June 29- July 8	*Introduction to Persuasion & Social Influence * Elaboration Likelihood Model *Reciprocity Message & Source Characteristics	MODULE 1 & 2 Cialdini Ch.1 & 2 Module readings	Introduction: EC syllabus quiz: Post topic choice: DB OP #1: Quiz 1: DB OP #2: DB RP: Quiz 2:	7/2 (Mon) 7/2 (Mon) 7/6 (Fri) 7/6 (Fri) 7/6 (Fri) 7/8 (Su) 7/8 (Su) 7/8 (Su)
WEEK TWO July 9-15	*Commitment and Consistency *Cognitive Dissonance Theory	MODULE 3 Cialdini Ch. 3 Module readings	DB OP #3: DB RP: Quiz 3:	7/12 (Th) 7/15 (Su) 7/15 (Su)
WEEK THREE July 16-22	*Social Proof *Social Comparison Theory	MODULE 4 Cialdini Ch. 4	DB OP #4: DB RP: Quiz 4:	7/19 (Th) 7/22 (Su) 7/22 (Su)
WEEK FOUR July 23-29	*Liking *Authority	MODULE 5 Cialdini Ch. 5 & 6 Module readings	DB OP #5: DB RP: Quiz 5:	7/26 (Th) 7/29 (Su) 7/29 (Su)
WEEK FIVE July 30- Aug 5	*Scarcity *EPPM Summary & Review	MODULE 6 Cialdini Ch. 7 Module readings	DB OP #6: DB RP: Quiz 6:	8/2 (Th) 8/5 (Su) 8/5 (Su)
WEEK SIX Aug 6 - 9*	Final Project & Paper	MODULE 7 Cialdini Ch. 8 Final Project & Paper	Group Project: Application Paper: Optional Final Quiz:	8/7 (Tue) 8/9 (Th) 8/9 (Th)