Communication Studies 414 – Section 1
Persuasion
Fall Semester, 2016

Meeting Days   Tuesday and Thursday
Meeting Time   9:40a – 10:55a
Meeting Place   218 HSS
Instructor   Dr. Michael R. Kotowski

Course Description and Objectives
The goal of this course is to familiarize the student with the processes of social influence. Particular attention will be given to persuasion and compliance-gaining. Communication Studies 414 provides an overview of classical and contemporary theory and research relating to social influence at both the conceptual and applied levels. We will examine how influence agents exert forces of change on a chosen target. The course will be conducted from primarily a lecture-discussion format. Consequently, it is expected that students will attend class having completed the assigned readings. By the course's conclusion, students should gain a solid understanding of how people influence the attitudes, beliefs, and behaviors of others.

Contact Information
Given the size of this class, I will likely learn most of your names over the course of the semester. Thus, I will refer to you by your first name. If you are uncomfortable with that level of informality, let me know and I will adapt accordingly.

Office: 293 COM

I am willing to meet at places other than my office. If you prefer to meet elsewhere, such as a coffee shop, the library, etc., it can be arranged.

Office Phone: (865) 974-7070

You can leave a message for me at the above number. I cannot, however, guarantee that I will be in the office everyday to check my messages. Consequently, if you leave a message for me it may be a day or two before it is retrieved.

Email: mkotowsk@utk.edu

I almost always check my email daily. Email is, therefore, the best way to contact me.

Office Hours: 8:30a – 9:30a Tuesday and 11:00a – 12:00p Thursday

If you cannot make these hours, you are welcome to make an appointment for another time. Contacting me by email is the best way of making one of these appointments.

Please do not see office hours exclusively as a time to address problems. You can use them to clarify points you do not understand, to get additional reading material, to talk about the subject

matter in relation to your other interests, to review work in progress, to offer feedback or input about the course, to talk about employment or research possibilities, or for other reasons. In other words, you do not need a crisis to make productive use of this time.

Required Texts
O'Keefe, D. J. (2016). *Persuasion: Theory and research*. (3rd ed.). Thousand Oaks, CA: Sage.

Cialdini, R. B. (2009). *Influence: Science and practice*. (5th ed.). Boston: Allyn & Bacon.

Optional Text
Gass, R. H. & Seiter, J. S. (2006). *Persuasion, social influence, and compliance gaining*. (3rd ed.). Boston: Allyn & Bacon.

This text provides information that complements the information presented in the required texts. As such, the text provides a useful additional location to begin a literature search for the term paper.

Whenever you have comments about the texts, I would appreciate the feedback.

In addition to the text, some readings may be distributed through email because they are unpublished manuscripts, published articles, or small portions of text books.

Evaluation
The purpose of assigning grades in a course is to assess the extent to which the students in the course mastered the material covered. Because it is your job as a student to master the substantive content in the course and it is my job as an instructor to help you master that content, for both of our benefits, I strive to create a valid and reliable method of evaluation. Therefore, evaluation is based on the average of your performance across two examinations, one research paper, an in class presentation of the research paper, and in class participation. These five measuring instruments were chosen to reflect possible situations in which a student in this class might be called upon to utilize their knowledge in a practical setting.

Each examination will be composed of approximately 40 multiple-choice items. Examination scores are converted to a 100-point metric. Items may come from assigned reading material or from class or from both. The items tend to be one of three types: (1) definitions, (2) principles, and (3) applications. Examinations are **not** cumulative. You must provide your own Scantrons for exams. Scantron form number 88483 will be used in this class.

The research paper requires the selection of a topic that will be covered by this course (i.e., conflict, fear appeals, receiver effects, conflict, cognitive dissonance, compliance-gaining, etc.) upon which, a 10-15 page research paper will be written. The paper will be written in pairs. To receive a grade the paper must meet the page requirements (both minimum and maximum), employ academic references. Peer reviewed journal articles and some books are academic. Most websites, wikipedia, google, and cosmo/maxim are not academic. The paper must also provide one of the following: 1) a review of the state of the literature on the topic, 2) a comparison and contrasting of alternate theoretical explanations for a phenomenon, 3) the statement of a problem

in the literature and method to fix it, or 4) the application of the literature to a persuasive campaign. In any case, your group will develop persuasive messages based on the theory you have chosen. This course employs APA format. The research paper will be evaluated on a 100 point metric.

The research paper presentation requires that each group present the outcome of their research project to the rest of the class in a formal 20 minute oral presentation, scheduled during our course conference that will take place in the last week of the semester. The presentation will be evaluated on the quality of the content and presentation. Also, feel free to be creative in how you present the material; do not feel that you are tied to a traditional speech. Your goals are to provide the audience with new information AND to be an engaging speaker. This component of the course evaluation will be on a 50 point metric. You will lose 10 points from your presentation score for each day you are absent during the research paper presentation days (yes, it is possible to get negative points). Please be respectful of your fellow classmates and be in class to watch them present.

At the end of the term, earned points for each examination, the research paper, and the research paper presentation will be summed. This sum will be divided by the number of points that could have been earned in the course (200 examination points plus 100 research paper points plus 50 research paper presentation points plus participation points). This number, the proportion of points earned, is multiplied by 100 to transform it into a percentage.

Grading Scale

Grade	Percentage
A	93%-100%
A-	90%-92%
B+	86%-89%
B	83%-85%
B-	80%-82%
C+	76%-79%
C	73%-75%
C-	70%-72%
D+	66%-69%
D	63%-65%
D-	60%-62%
Failure	0%-59%

Policy

Attendance is optional. I do not take roll. I shall, however, pass on the benefit of my experience. There is a substantial positive correlation between attendance and course performance.

Generally, I do **not** give make-up examinations, accept late work, or give incompletes. I realize that in **rare cases** they are necessary. If circumstances should arise that cause you to miss an examination, submit a paper late, or need an incomplete, then it is your responsibility to contact

me and make the request. In the absence of a request you will receive a zero on the examination or the paper, and receive a grade in lieu of the incomplete.

If caught engaging in academic dishonesty in this course you will receive a zero in the course. Lest there be misunderstanding, the University of Tennessee policy on academic dishonesty is reproduced in subsequent paragraphs from Hilltopics.

An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.

Students are also responsible for any act of plagiarism. Plagiarism is using the intellectual property or product of someone else without giving proper credit. The undocumented use of someone else's words or ideas in any medium of communication (unless such information is recognized as common knowledge) is a serious offense, subject to disciplinary action that may include failure in a course and/or dismissal from the University. Specific examples of plagiarism are:

> 1. Copying without proper documentation (quotation marks and a citation) written or spoken words, phrases, or sentences from any source;
> 2. Summarizing without proper documentation (usually a citation) ideas from another source (unless such information is recognized as common knowledge);
> 3. Borrowing facts, statistics, graphs, pictorial representations, or phrases without acknowledging the source (unless such information is recognized as common knowledge);
> 4. Collaborating on a graded assignment without the instructor's approval;
> 5. Submitting work, either in whole or in part, created by a professional service and used without attribution (e.g., paper, speech, bibliography, or photograph).

Faculty members also have responsibilities which are vital to the success of the Honor Statement and the creation of a climate of academic integrity within the University community. Each faculty member is responsible for defining, in specific terms, guidelines for preserving academic integrity in a course. Included in this definition should be a discussion of the Honor Statement.

Student classroom conduct, including academic dishonesty, is the immediate responsibility of the instructor. He/she has full authority to suspend a student from his/her class, to assign an "F" in an exercise or examination, or to assign an "F" in the course. In addition to or prior to establishing a penalty, the instructor may refer the case to an Academic Review Board by notifying the administrative head of his/her academic unit and the Office of the Dean of Students, which shall prepare and present the case to the appropriate Academic Review Board.

For more detail than what is possible here please refer back to Hilltopics.

Important Dates
Research Paper Topic   29th September
Midterm Exam   20th October
Research Paper   1st December
Research Paper Pres.   1st December
Final Exam   6th December

Schedule
Week 1
    18th August   *Topic:* Introductions
                          Syllabus review
                          Course overview
                          Readings: Syllabus

Week 2
    23rd August   *Topic:* Defining persuasion
                          Readings: O'Keefe, Chapter 1, pp. 1-4

    25th August   *Topic:* Defining attitudes
                          Readings: Eagly, Chapter 1 (PDF)

Week 3
    30th August   *Topic:* Measuring attitudes; Study of persuasive effects
                          Readings: O'Keefe, Chapter 1, pp. 5-9; O'Keefe, Chapter 9, pp.176-187

Week 4
    6th September   *Topic:* Attitudes and behaviors
                          Readings: O'Keefe, Chapter 1, pp. 9-18

    8th September   *Topic:* Functional approaches to attitude
                          Readings: O'Keefe, Chapter 3, pp. 35-43

Week 5
    13th September   *Topic:* Functional approaches to attitude
                          Readings: O'Keefe, Chapter 3, pp. 44-55

    15th September   *Topic:* Belief-based models of attitude
                          Readings: O'Keefe, Chapter 4, pp. 56-60

Week 6
    20th September   *Topic:* Belief-based models of attitude
                          Readings: O'Keefe, Chapter 3, pp. 61-75

    22nd September   *Topic:* Cognitive dissonance theory
                          Readings: O'Keefe, Chapter 5, pp. 76-97

Week 7
    27th September   Library Research Day

    29th September   *Topic:* Theories of behavioral intention
                                          Readings: O'Keefe, Chapter 6, pp. 98-111
                                          Research Paper Topic

Week 8
    4th October   *Topic:* Theories of behavioral intention
                                          Readings: O'Keefe, Chapter 6, pp. 112-131

Week 9
    11th October   *Topic:* Elaboration likelihood model
                                          Readings: O'Keefe, Chapter 8, pp. 148-155

    13th October   *Topic:* Elaboration likelihood model
                                          Readings: O'Keefe, Chapter 8, pp. 156-175

Week 10
    18th October   *Topic:* Library Study Day

    20th October   **Midterm Exam**

Week 10
    25th October   *Topic:* Source factors
                                          Readings: O'Keefe, Chapter 10, pp. 188-213

    27th October   *Topic:* Message factors
                                          Readings: O'Keefe, Chapter 11, pp. 214-251

Week 11
    1st November   *Topic:* Receiver and context factors
                                          Readings: O'Keefe, Chapter 12, pp. 252-267

    3rd November   *Topic:* Reciprocation
                                          Readings: Cialdini, Chapter 2, pp. 18-45

Week 12
    8th November   *Topic:* Commitment and consistency
                                          Readings: Cialdini, Chapter 3, pp. 51-88

    10th November   *Topic:* Social proof
                                          Readings: Cialdini, Chapter 4, pp. 98-131

Week 13
15th November *Topic:* Liking
Readings: Cialdini, Chapter 5, pp. 141-170

17th November *NCA Convention – Class Cancelled*

Week 14
22nd November *Topic:* Authority
Readings: Cialdini, Chapter 6, pp. 174-191

Week 15
29th November *Topic:* Scarcity
Readings: Cialdini, Chapter 7, pp. 198-221

1st December **Research Paper Due**
Research Paper Presentations

Week 17
6th December **Final Exam**
8:00a – 10:00a