

**Request of General Education Overlay
Information Literacy (IL) By Section**

Course # SPCH 375	Title: Persuasion	3sh
--------------------------	--------------------------	------------

A completed cover sheet and the first page of the course syllabus must accompany a proposal for a course to fulfill a general education overlay requirement. For each criterion list from the course syllabus the objectives and activities that fulfill it. Provide examples of actions, procedures, or exercises that illustrate how each criterion will be met. All bullets of the criteria must be met. Please type. (This does not replace the UCC Proposal Cover Sheet.)

Criteria for Information Literacy (IL)

The purpose is to help students develop critical thinking skills and technical skills that enable them to access, evaluate, and use information to solve problems, answer questions, and meet informational needs.

Criteria	Course objectives and activities
<ul style="list-style-type: none"> • Define the information task, recognize when information is needed, understand various types of information, and identify specific information needs. 	<p>To support objective #1- #5: For example, in reaction papers (Activity 2) and homework assignments (Activity #1), to identify and analyze persuasive messages that they receive either through personal relationships, professional experiences, or pop-culture and be able to compare and contrast this information with class readings. Students may also complete a term paper (Activity #3) synthesizing class readings, lectures, assignments, discussions, personal understandings, as well as scholarly works and refereed journal articles.</p>
<ul style="list-style-type: none"> • Develop information-seeking strategies, identify types of sources needed, identify major concepts and key words, develop search strategies for locating specific information. 	<p>Objectives #1- #5: For example, to determine whether sources are "biased" or "unbiased:" to identify the quality of sources of information. Activities may include class discussions (Activity #1) on relating types of support, quality levels of support, and analyzing a topic or an article to find concepts and key words as they prepare for the term paper or speech performance (Activity #3).</p>
<ul style="list-style-type: none"> • Develop technical skills needed to search for and access information using traditional and electronic sources to locate and retrieve information, and to organize and store information in correct and searchable formats. 	<p>Objective #1- #5: Students will learn to use online data bank searches to acquire credible articles, as well as locate articles that are not online as full text. Therefore, they may locate and copy articles from magazines and books, as well as micro-fiche, micro-film, and the stacked journals. Students may also learn how to apply for an inter-library loan, since some articles and books may not be available in this library. Activities may include retrieving specific information and developing ways to organize it and incorporate it to support a student's assignment (Activity #1), reaction paper (Activity #2), term paper or speech performance (Activity #3)..</p>
<ul style="list-style-type: none"> • Evaluate information using critical thinking skills; determine relevance, authority, completeness, bias, and accuracy of information; distinguish among opinion, reasoned argument, and fact; and understand the concept of intellectual property and copyright. 	<p>Objectives #1- #5: To critically evaluate information. For example, (in addition to the abovementioned) to develop persuasive strategies through the use of "ethos," "pathos," and "logos," and to analyze others' persuasive arguments. To appropriately give credit to sources by citing foundational as well as relevant and timely sources. Activities may include exercises in giving credit to the source, critically analyze events and communication theories by completing written assignments (Activity #1), a multiple draft editing procedures for reaction papers (Activity #2) and in preparation for the term paper/speech performance (Activity #3). Class discussions (Activity #1) may include topics of distinguishing opinion form reasoned argument and fact as well as plagiarism.</p>
<ul style="list-style-type: none"> • Synthesize information, integrate new information with previously known information, organize total information into a comprehensive whole. 	<p>Objectives #1- #5: To develop and defend organized and persuasive arguments. Activities may include reflection papers (Activity #2), oral presentations, term paper prospectus, and peer evaluations (Activity #3).</p>
<ul style="list-style-type: none"> • Communicate information; present information to others in written, oral, or electronic form. 	<p>Objectives #1- #5: To present written and oral information in a clear, concise manner. Activities may include reflection paper presentations, final drafts of reflection papers, written exams (Activity #2), homework assignment presentations (Activity #1), term paper proposals, speech presentations, and a term paper (Activity #3).</p>

SPCH 375 Persuasion Course Outline – Section 01

Course Description

This persuasion course is a rhetorical inquiry of the factors related to attitude-change through communication. You will be introduced to terminology critical to understanding, creating, and effectively using persuasive techniques. We will cover classical and modern theories of persuasion and be introduced to modern experimental research in the field. You will employ these techniques in classroom discussions, papers, and activities thereby developing your ability to critically analyze oral, visual, and written persuasive communication.

Objectives

By the conclusion of this course, the student should be able to:

1. Demonstrate an understanding of persuasion in terms of functions, uses, and settings;
2. Demonstrate an understanding of persuasion in terms of media employed;
3. Demonstrate an understanding of various forms of persuasive campaigns;
4. Demonstrate an ability to create and communicate persuasive messages;
5. Demonstrate an ability to analyze and criticize various forms of oral persuasive communication.

Activities

1. Homework preparation/ Discussion participation/Persuasion activities
2. Quizzes/Reaction papers
3. Term Paper/Speech performance

NOV 07 1989

Revised, Spring, 1989

SYLLABUS

PERSUASION

I. Introductory Information:

- A. Departmental Catalog Number: SH 375
- B. Course Title: Persuasion
- C. Semester Hours: 3 s.h.
- D. Restrictions Upon Student Registration: Any 100 or 200 level Speech course

II. Description of the Course:

A study of the factors related to attitude-change through oral communication. General theories of persuasion and an introduction to modern experimental research in the area are included.

III. Exposition:

A. Objectives:

By the conclusion of the course, the student should be able to:

1. demonstrate an understanding of persuasion in terms of functions, uses and settings;
2. demonstrate an understanding of persuasion in terms of media employed;
3. demonstrate an understanding of various forms of persuasive campaigns;
4. demonstrate an ability to create and communicate persuasive messages;
5. demonstrate an ability to analyze and criticize various forms of oral persuasive communication.

B. Basic Course Requirements:

Students will be responsible for an in-depth analysis of a persuasive communication. This analysis will be presented to the class for comments, criticism, and discussion.

C. Major Units and Time Allotted:

1. Persuasion as a Communication Process - 1¹/₂ weeks
2. Language and Communication - 3 weeks
3. Persuasive Proofs - 4 weeks
4. The Persuasive Audience - 3 weeks
5. The Persuasive Campaign and Movement - 2 weeks
6. Persuasion in Social Conflicts - 1 week
7. The Ethics of Persuasion - 1/2 weeks

D. Materials and Bibliography:

PERSUASION

BIBLIOGRAPHY

- Adorno, T. W. and others. The Authoritarian Personality. New York: Harper and Row, 1950.
- Anderson, Kenneth. Persuasion Theory and Practice. Allyn and Bacon, 1971.
- Andrew, James R., "History and Theory in the Study of the Rhetoric of Social Movements", Central States Speech Journal, 31 (Winter 1980), 274-281.
- Applebaum, Ronald L. and Earl W. E. Anadol Strategies for Persuasive Communication. Columbus: Charles E. Merrill, 1974.
- Avers, J. Jeffrey, ed. The Rhetoric of Our Times. New York: Appleton-Century-Crofts, 1969.
- Berlo, D. K. The Process of Communication. New York: Holt, Rinehart and Winston, Inc., 1960.
- Bettinghaus, Ewin. Persuasive Communication, 4th ed. New York: Holt, Rinehart and Winston, 1987.
- Bosmajian, Haig A. "The Sources and Nature of Adolf Hitler's Technique of Persuasion", Central States Speech Journal, 25 (Winter 1974), 240-248.
- Bowers, J. W. "Some Correlate of Language Intensity", Quarterly Journal of Speech, Vol. 50 (1964), pp. 415-420.
- Crawford, Alan, Thunder on the Right, New York: Pan Theon, 1980,
- Cromwell, H. "Relative Effect on Audience Attitude of the First Versus the Second Argumentative Speech of a Series," Speech Monographs, Vol. 17, (1950), pp. 105-122.
- DiVesta, F. J. and J. C. Merwin. "The Effects of Need-Oriented Communications on Attitude Change," Journal of Abnormal and Social Psychology, Vol. 60 (1960), pp. 80-85.
- Feather, N. T. "Acceptance and Rejection of Arguments in Relation to Attitude Strength, Critical Ability, and Intolerance of Inconsistency," Journal of Abnormal and Social Psychology, Vol. 59 (1964), pp. 127-137.
- Festinger, L. The Theory of Cognitive Dissonance. New York: Harper & Row, 1957.
- Fotheringham, W. C. Perspectives on Persuasion. Boston: Allyn and Bacon, Inc., 1966.
- Haiman, F. S. "The Effects of Ethos in Public Speaking", Speech Monographs, Vol 16 (1949) p. 192.

- Hall, E. T. The Silent Language. New York: Doubleday and Co., Inc., 1959.
- Hayakawa, S. I. Language in Thought and Action. New York: Harcourt, Brace & World, Inc., 1964.
- Hoveland, C. I. and others. The Order of Presentation in Persuasion. New Haven: Yale University Press, 1961.
- Johannesen, R. L. Ethics and Persuasion. New York: Random House, 1967.
- Larson, Charles U. Persuasion: Reception and Responsibility. Wadsworth, 1983.
- , Persuasion (5th ed.), Belmont, CA Wadsworth, 1989.
- Lomas, C. W. The Agitator in American Society. Englewood Cliffs: Prentice-Hall, Inc., 1968.
- Meyerowitz, Joshua. No Sense of Place. New York: Oxford University Press, 1985.
- Miller, Gerald R. and Herbert W. Simons, eds. Perspectives on Communication in Social Conflict, Englewood Cliffs, N.J.: Prentice-Hall, 1974.
- Powell, F. A. "Open and Closed Mindedness and the Ability to Differentiate Source and Message," Journal of Abnormal and Social Psychology, Vol. 65 (1962) pp. 61-64.
- Scheidel, T. M. Persuasive Speaking. Glenview: Scott, Foresman and Co. 1968.
- Simons, Herbert W. Persuasion. Reading, Mass.: Addison-Wesley, 1976.
- Tompkins, Phillip K. Communication in Action. Belmont, CA.: Wadsworth, 1982.
- Wood, James L. and Maurice Jackson. Social Movements: Development, Participation and Dynamics. Belmont, CA: Wadsworth, 1974.
- Wood, James L. and Maurice Jackson. Social Movements: Development, Participation and Dynamics. Belmont, CA: Wadsworth, 1982.
- Wood, James L. and Maurice Jackson. Social Movements: Development, Participation and Dynamics. Belmont, CA: Wadsworth, 1983.

IV. Standards:

Evaluation of student will be based on three equal criteria: (1) class participation; (2) scores on written examinations; and (3) speech performance.