

Request of General Education Overlay
Writing Emphasis (WE)

Course # <u>SPCH375</u>	Section(s) <u>All Sections</u>	Title <u>Persuasion</u>	<u>3</u> sh
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Sections of courses designated WE are recommended by the department each semester as part of the scheduling process. Completed criteria sheets for each WE course should accompany the propose75d schedule of courses submitted to the Deans for approval. Available resources may limit the number of WE courses that can be offered during a semester. 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.

Criteria for Writing Emphasis (WE)

The purpose is to maintain the writing skills developed in the first-year composition course.

Criteria	Course Objectives and Activities
<ul style="list-style-type: none"> Enrollment in WE courses is limited to twenty-five students (with twenty-two as a target). 	<p>Enrollment for this course should be limited to 25 students.</p>
<ul style="list-style-type: none"> Practice writing within the discipline through, but not limited to, the following contexts: informal in-class writing, discipline-focused essays, and essay exams. Essay exams alone do not constitute a writing emphasis class. 	<p>Course objective: 4. Demonstrate an ability to create and communicate persuasive messages; 5. Demonstrate an ability to analyze and criticize various forms of oral persuasive communication. Students may be required to write a few persuasive assignments (Activity #1), essay quizzes and reflection papers based on class readings (Activity #2). In addition, each student may prepare a term paper proposal, a term paper, and speech presentations (Activity #3).</p>
<ul style="list-style-type: none"> Receive writing training through instructor modeling, sample essays, discussion, lectures, and/or instructor-student conferences. Writing conventions particular to the discipline should be emphasized. 	<p>Course Objective: 4. Demonstrate an ability to create and communicate persuasive messages; 5. Demonstrate an ability to analyze and criticize various forms of oral persuasive communication. The student may complete a term paper synthesizing class readings, lectures, assignments, and discussions, as well as personal understandings, reflection papers, and assessments. Students may be required to write a few reflection papers (Activity #2). They will receive comments initially but will not receive a grade until turned in a second (or third) time as a pack of final drafts. The term paper (Activity #3) will have three stages: the proposal, peer evaluation, and the final draft. Students will be encouraged to set up a conference with the instructor upon the return of their term paper proposal to address their topic focus and concerns about writing proficiency. Writing samples will be shown and writing techniques will also be addressed in class as needed.</p>
<ul style="list-style-type: none"> Revise a portion of his/her writing by applying suggestions from the instructor, comments from peer review editors, and/or advice from Writing Center tutors. 	<p>Course Objective: 4. Demonstrate an ability to create and communicate persuasive messages; 5. Demonstrate an ability to analyze and criticize various forms of oral persuasive communication. Students will be encouraged to use the writing center while developing their term paper proposal as well as their term paper for peer review and their final draft (Activity #3). Students will receive preliminary comments on their reflections as a draft, not to receive a grade until turned in a second (or third) time as a pack of final drafts (Activity #2). Writing tips and techniques will also be addressed in class as needed (Activity #1).</p>
<ul style="list-style-type: none"> Demonstrate writing proficiency, which the instructor will evaluate as a percentage of the final course grade. 	<p>Objectives: 4. Demonstrate an ability to create and communicate persuasive messages; 5. Demonstrate an ability to analyze and criticize various forms of oral persuasive communication. Evaluation regarding organization, clarity, and mechanics, etc. will take place through peer feedback and instructor evaluation (Activities #1, #2, and #3).</p>

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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 - 1 1/2 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:

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IV. Standards:

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