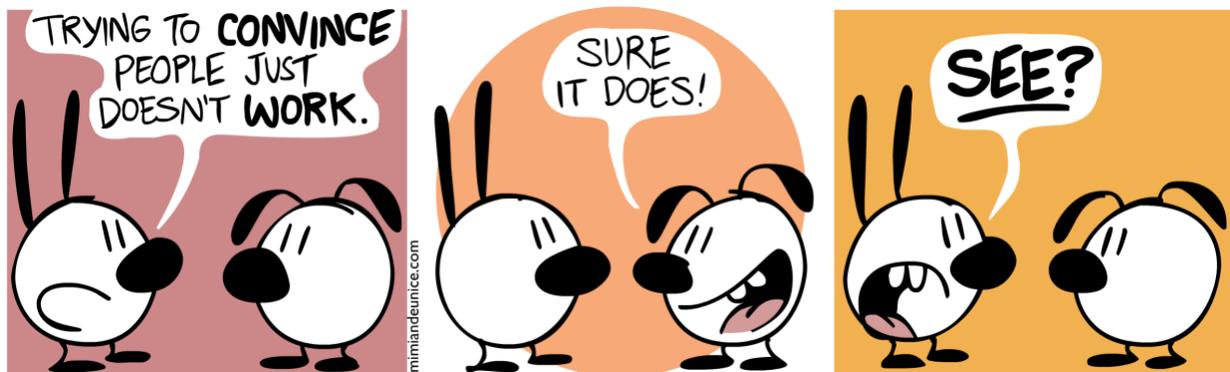


Persuasion

Spring 2023
COMM 268-201
Class # 2078

Instructor: Joanna Chromik
Course Meetings: Tu Th 08:30a.m. – 9:45a.m
Course Location: School of Communication, Room 014
Mailbox Location: SOC front desk at 51 E Pearson
Email: jchromik@luc.edu
Office Hours: by appointment only



Course Overview

In this course we will learn about communication theories related to persuasion, and how these theories are shaped by attitudes and social influences. By the end of this course, you will be able to apply key theoretical principles to real-world instances of persuasion. You will not only be able to persuade others, but to consider how others may be persuading you! That said, you will not only analyze persuasive strategies, but work to craft your own persuasive strategies in a variety of modalities. You'll practice writing, delivering presentations, and speaking extemporaneously—successfully crafting messages based on your audience's needs!

Course Objectives

Over the course of the semester, you will learn to:

- Explain key theories of persuasion.
- Identify and evaluate ethical principles of different persuasion strategies.
- Differentiate between rhetorical and social scientific approaches to persuasion.
- Evaluate the effectiveness of a message, understanding contextual limitations based on speaker or audience characteristics, timing, logic, and evidence.
- Apply principles of persuasion and social influence to everyday contexts.

Course Elements

Points	Percentage Weight	Point Split	Percentage Split	Assignment Group	Assignments
300 pts	30 %			Group Project & Presentation	
		15	5 %		Check-in Activities & Annotated Bibliography
		90	30 %		† <i>Research Paper</i>
		45	15 %		Draft of Speech Outline
		90	30 %		<i>Presentation & Delivery</i>
		60	20 %		Peer Assessment
200 pts	20 %			Individual Persuasive Speech	
		20	10 %		Check-in & Scaffolding Activities
		50	25 %		Draft of Speech Outline
		50	25 %		<i>Delivery of Speech</i>
		30	15 %		Peer Assessment
		50	25 %		Reflection
200 pts	20 %			Short Essay	
		50	25 %		Draft 1
		50	25 %		Peer Review
		100	50 %		† <i>Final Essay</i>
100 pts	10 %	10 each		Online Discussion Board (10)	
100 pts	10 %	50 each		Extemporaneous Speeches (2)	
90 pts	9 %			End of Semester Reflection	
10 pts	1 %			Beginning of Semester Syllabus Quiz	

The course is split across five major assignment groups. The assignments listed in each group are split into percentage values, but the class itself is worth 1000 points.

† These are the **only** assignments that are eligible for the 10% late policy. **All other assignments** (except for the end of semester Reflection and beginning of the semester Syllabus quiz) depend on collaboration between you and your peers. Therefore, if these are late, they can't be included in collaborative activities. Therefore, their submission, pending meeting assignment requirements, is pass/fail. **Please be aware that you must earn a minimum of a C-** to have a course count toward your major.

Course Materials

- Perloff, Richard M. (2020). *The Dynamics of Persuasion: Communication and Attitudes in the 21st Century*. Routledge Publishing. ISBN: 9780367185794

Only one textbook is **required**. Any additional readings will be available as .PDFs on Sakai. If you are required to view a film outside of class time, please be aware that you can access films and other media resources using either the Loyola library (Canopy streaming service) or a Chicago Public Library.

Grading Scale

Grade	Percentage	What it Means
A	100-94	Superlative work. Addresses all the requirements of the assignment in a compelling and insightful way. Manifests consistent attention to detail in both the ideas being presented and the writing that conveys them. Demonstrates intentional choices in style, grammar, spelling, and punctuation that contribute to the clear communication of information and ideas.
A-	93-90	
B+	89-88	Excellent work. Clearly and engagingly addresses the requirements, issues, and major ideas of the assignment. Writing is not only readable but also rewarding, attuned to the needs and interest of the reader. Demonstrates intentional choices in style, grammar, spelling, and punctuation. Rare issues in the clear communication of information and ideas suggests that the writer has control over their rhetorical purpose and editing choices.
B	87-83	
B-	82-80	
C+	79-78	Adequately meets all the requirements of the assignment. Clearly addresses the main issues and ideas the assignment articulates. Writing is readable overall with occasional lapses in correctness and style. Punctuation, spelling, source citation, and other mechanical matters largely contribute to the clear communication of information and ideas.
C	77-73	
C-	72-70	
D+	69-68	Barely meets the requirements of the assignment. Addresses the important issues or ideas that the assignment engages, but largely without insight. Frequent inconsistencies in style, grammar, and mechanics impact readability and indicate a lack of careful proofreading and/or rhetorical purpose.
D	67-63	
D-	62-60	
F	59-0	Fails to meet the requirements of the assignments. Fails to address important issues or ideas that are central to the assignment. Fails to demonstrate rhetorical purpose and careful choice-making in relation to language use.

Group Project & Presentation

In this 10-minute presentation, you will work with a partner to persuade our class on a particular topic. Potentially, you may consider how to secure funding for your proposed project. Students will then vote to decide which group's presentation is most compelling, and that group will receive extra credit at the end of the semester. (This is the *only* extra credit opportunity in this class.) The assignment rubric on Sakai will provide more details.

Invitational Persuasive Speech

In this five-minute speech, you will present a perspective on a controversy that leans clearly in one direction, and that is *not* shared by a large portion of your classroom audience. Your goal is not to further polarize anyone in that group, but to find ways to bring them closer to you with appeals that will feel shared. You will do this by finding commonplaces between you that can bridge your positions.

Short Essay

This short essay (750 – 1,200 words) will need to answer a specific question prompt related to a course topic. It will be analyzing a specific persuasive act. The writing for this short essay will be scaffolded through a drafting and peer-review process.

Extemporaneous Speeches

You do *not* need any out-of-class preparation time for extemporaneous speeches. As the adjective suggests, extemporaneous speeches are performed with minimal (if any!) preparation. The purpose of this assignment is to build classroom community and for each student to individually become comfortable speaking in front of our small audience. This exercise is meant to prepare you to deliver the longer individual speech and the group presentation assignment. Each student will deliver *two in-class extemporaneous speeches*.

Online Discussion Board

Nearly every week you will need to complete a ~45 page set of readings and participate in an online discussion to prepare for the forthcoming week of class. (For example, if we are actively in the Week 4 meetings of class, you are going to be independently reading and preparing ~45 pages of Week 5 reading materials.) Beyond completing the readings, this process involves **two steps**: posting an initial Discussion post and additional peer response. The initial Discussion post will be due on Thursday 11:59 p.m. and the peer response is due on Monday at 11:59 p.m. All Discussion posts have specific requirements that include a word count, quotation integration, and expectations for thoughtful engagement and critical analysis.

End of Semester Reflection

The purpose of the Reflection Essay is to give you an opportunity to engage in a meta-reflection on your understanding of persuasion and your ability to develop and ethically use persuasive skills over the course of the semester. You will engage in a 1100 to 1300-word meta-reflection that develops a thesis which draws on evidence from your personal experience as well as evidence from course readings.

Course Policies

Student Needs & Accommodations

If you have a disability for which you need an accommodation, you should speak with me privately within the first two weeks of the course. Additionally, you should contact the [Student Accessibility Center \(SAC\)](#) as early as possible for verification, assistance, and determination of how accommodations can be provided to you to ensure your success. Every attempt will be made to accommodate qualified students with disabilities (e.g., mental health, learning, chronic health, physical, hearing, vision neurological, etc.) You must have established your eligibility for support services through the appropriate office. Note that services are confidential, may take time to put into place and are not retroactive. Captions and alternate media for print materials may take three or more weeks to get produced. Please contact your campus office *as soon as possible* if accommodations are needed.

Loyola University Chicago provides reasonable accommodations for students with disabilities. Any student requesting accommodations related to a disability or other condition is required to register with the Student Accessibility Center (SAC). Professors will receive an accommodation notification from SAC, preferably within the first two weeks of class. Students are encouraged to meet with their professor individually in order to discuss their accommodations. All information will remain confidential. Please note that in this class, software may be used to audio record class lectures in order to provide equitable access to students with disabilities. Students approved for this accommodation use recordings for their personal study only and recordings may not be shared with other people or used in any way against the faculty member, other lecturers, or students whose classroom comments are recorded as part of the class activity. Recordings are deleted at the end of the semester. For more information about registering with SAC or questions about accommodations, please contact SAC at 773-508-3700 or SAC@luc.edu.

Discussion & Writing Environment

In this course we will at times be discussing topics that are controversial and very personal for some people, so please think carefully before you contribute to discussion and make sure you are responding to your classmates respectfully. Any rude or demeaning behavior runs the risk of hurting your class participation grade. This doesn't mean you can't disagree with me or your classmates, just be considerate and polite when you are stating your opinion. It is important to build a classroom climate that is welcoming and safe for everyone. Basically, please display respect for everyone in the class. You should avoid racist, sexist, homophobic, or negative language that may exclude members of our campus and classroom community.

Use of Appropriate Names and Pronouns

Addressing one another at all times by using appropriate names and gender pronouns honors and affirms individuals of all gender identities and gender expressions. Misgendering and heteronormative language excludes the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth.

If you wish, please share your gender pronouns with me and the class when you introduce yourself; and/or on your name placard; and/or on your Zoom profile. If you do not wish to be called by the name that appears on the class roster or attendance sheet, please let me know. My goal is to create an affirming environment for all students with regard to their names and gender pronouns.

Student Diversity, Equity, and Inclusion

As Loyola's mission statement holds, "We are Chicago's Jesuit, Catholic University—a diverse community seeking God in all things." Together, as a community rich in diversity, we are called to "expand knowledge in the service of humanity through learning, justice and faith."

Recognizing and appreciating the diverse collection of identities, experiences, perspectives, and abilities of the students, faculty, staff, and community partners with whom we collaborate, the School of Communication commits itself to enriching academic experiences through the advancement of diversity, equity, inclusion, anti-racist, and anti-oppressive practices.

Time Zones and Deadlines

Assignments due dates are listed in **Central Standard Time (CST)**. This is regardless of what time zone you occupy, should you find yourself crossing time zones when completing your assignments (e.g., Spring break). For more information about time zones in Sakai, see "Time Zone" under [What is the Preferences tool?](https://sakai.screenstepslive.com/s/sakai_help/m/13982/l/604815-what-is-the-preferences-tool) page. See the full website address here: https://sakai.screenstepslive.com/s/sakai_help/m/13982/l/604815-what-is-the-preferences-tool.

Time Management

For every one credit hour in which you enroll, you can expect to spend between 2-3 hours outside of class studying. COMM- 268-201 is a 3-credit course. You can expect to spend between 6-9 hours studying *outside of class* per week.

Attendance

Because so much gets covered in our meetings it's imperative you don't miss or be late to classes. Your learning is in direct proportion to how much you give to these experiences. Also, your peers are harmed when you do not support the activities and community-building that goes on from day-to-day.

As you know, this class meets twice a week. This means that over the course of the semester we will gather to discuss the topic of persuasion only 28 times. This is less than a month of time spent together!

You may miss a total of **two (2) class meetings without point losses**. This is a whole week of class. You should save these for serious sickness or emergencies (basically, try not to use them if you don't need to). **For every absence beyond these 2, you will lose 15 points from your final course grade.** (Remember, the class is designed to be 1000 total points.) For example, let's say that you've been absent 5 times, which means that 3 of these absences will count against your grade. Your point loss would be 15 points 3 times, so 45 points subtracted from your course total. Meaning, your overall final grade would be lowered by 4.5%.

If you are missing class because you are participating in intercollegiate athletics, debate, model government organizations, etc. please provide me with an official scheduling letter, highlighting the events that will require you to miss class.

Late Work Policy

You must submit all assignments to the course website by the scheduled due date to receive full credit. If you submit an assignment from the † category during the 24 hours following the deadline, your total available points on the assignment will be reduced by 10%, with a reduction of an additional 10% for each 24-hour period after that. This policy applies to all final assignments asterisked with a † in the Course Elements description.

Late work will not be accepted on assignments that are graded on completion. As described in the Course Elements, most assignments are collaborative and depend on group interaction and participation. Make sure that you are keeping up with in-person and online interactions with peers.

To clarify, if you submit a pass/fail assignment on time but the contents of this assignment do not meet the assignment rubric criteria (for example word count, or necessary integration of quotations from readings) then the assignment will not receive partial credit (it will be counted as “failed” at 0 points).

Instructor Feedback

I am happy to provide you with both formative and summative feedback. Formative feedback takes place before a major assignment is due and is meant to assist you in meeting the criteria for a successful final submission. Summative feedback takes place after a final assignment has been formally submitted through Sakai. This feedback helps to explain the final grade you have received.

Email Policy

Per FERPA (Family Educational Rights and Privacy Act), which basically deals with your right to privacy, I cannot discuss grades via email (because it is not very secure). However, I will happily direct you to the course website to check out a grade. We can discuss grades in a video meeting.

Please use professional and appropriate written communication when emailing back and forth with me, and I'll do the same. Please keep in mind that emails to your instructors and professors should not take the same form as text messages. I do my best to respond to email inquiries within **24 hours during the business week**, and by Monday morning if you email me over the weekend. Please note that if there are time zone differences, I may not be able to respond to your questions immediately. Please allow for a full 24 hours before sending me a follow up.

Before emailing me, please check the syllabus and course website to make sure the answer to your question is not there. If the answer to your emailed question is in the syllabus or course website, I will simply respond by telling you to check there.

Privacy Statement

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Instructors who wish to make subsequent use

of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording.

Course Contract

As the course instructor, I reserve the right to use the work you submit in this class for educational purposes not limited to instruction and training, grade norming sessions, program assessment and development. As course instructor, I may use samples of your writing in class workshops or as models of student writing in presentations for pedagogical purposes. Your name and other identifying information will always be removed from essays used for these purposes. All student writers will remain anonymous. By staying in the class, you agree to the all the course policies contained herein.

Right of Revision

As course instructor, I reserve the right to revise or adjust the course syllabus to best accommodate the pace and needs of the students.

Fair Use Policy

Copying or recording synchronous classes and asynchronous course materials without the express prior approval of the instructor, Joanna Chromik, is prohibited. All copies and recordings remain the property of Joanna Chromik. Joanna Chromik reserves the right to retrieve, inspect, or destroy the copies and recordings after their intended use. These policies are not intended to affect the rights of students with disabilities under applicable law or Loyola University Chicago policies.

Course Materials Policy

As the instructor teaching this course, I hold the exclusive right to distribute, modify, post, and reproduce course materials, including all written materials, study guides, lectures, assignments, exercises, and exams. Some of the course content may be downloadable for students who may only have intermittent access to the internet, but you should not distribute, post, or alter this intellectual property. While you are permitted to take notes on the online materials and lectures posted for this course for your personal use, you are not permitted to re-post in another forum, distribute, or reproduce content from this course without the express written permission of the instructor.

Note selling

Several commercial services have approached students regarding selling class notes/study guides to their classmates. Selling the course notes/study guides or uploading course assignments to these sites in exchange for access to materials for other courses is not permitted. Violations of this policy will be reported to the Dean of Students as academic misconduct (violation of course rules). Sanctions for academic misconduct may include a failing grade on the assignment for which the notes/study guides or assignments are being uploaded, a reduction in your final course grade, or a failing grade in the course, among other possibilities. Additionally, you should know that selling a faculty member's notes/study guides individually or on behalf of one of these services using Loyola University Chicago (LUC) email or via Sakai

may also constitute a violation of LUC information technology and LUC intellectual property policies; additional consequences may result.

Plagiarism

Honesty requires that any ideas or materials taken from another source for either written or oral use must be fully acknowledged. Offering the work of someone else as one's own is plagiarism. The language or ideas thus taken from another may range from isolated formulas, sentences, or paragraphs to entire articles copied from books, periodicals, speeches, or the writings of other students. The offering of materials assembled or collected by others in the form of projects or collections without acknowledgment also is considered plagiarism. Any student who fails to give credit for ideas or materials taken from another source is guilty of plagiarism.

Academic Integrity

As a student at Loyola University Chicago, you are expected to adhere to the standards detailed in the "Community Standards" of the [Office of Student Conduct and Conflict Resolution](#). Academic misconduct is defined as any activity that tends to undermine the academic integrity of the institution.

Violations include cheating, fabrication, plagiarism, interference, violation of course rules, and facilitating academic dishonesty. When you submit an assignment with your name on it, you are signifying that the work contained therein is yours, unless otherwise cited or referenced. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged. In addition, posting or downloading answers to quizzes/exams or assignments from online sources is considered academic misconduct. Sanctions for academic misconduct may include a failing grade on the assignment, reduction in your final course grade, and a failing grade in the course, among other possibilities. If you are unsure about the expectations for completing an assignment or taking a test or exam, be sure to seek clarification in advance.

School of Communication Statement on Academic Integrity

A basic mission of a university is to search for and to communicate truth as it is honestly perceived. A genuine learning community cannot exist unless this demanding standard is a fundamental tenet of the intellectual life of the community. Students of Loyola University Chicago are expected to know, to respect, and to practice this standard of personal honesty.

Academic dishonesty can take several forms, including, but not limited to cheating, plagiarism, copying another student's work, and submitting false documents. These examples of academic dishonesty apply to both individual and group assignments.

Academic cheating is a serious act that violates academic integrity. Cheating includes, but is not limited to, such acts as:

- Obtaining, distributing, or communicating examination materials prior to the scheduled examination without the consent of the teacher;
- Providing information to another student during an examination;
- Obtaining information from another student or any other person during an examination;
- Using any material or equipment during an examination without consent of the instructor, or in a manner which is not authorized by the instructor;

- Attempting to change answers after the examination has been submitted;
- Taking an examination by proxy. Taking or attempting to take an exam for someone else is a violation by both the student enrolled in the course and the proxy.
- Unauthorized collaboration, or the use in whole or part of another student's work, on homework, lab reports, programming assignments, and any other course work which is completed outside of the classroom;
- Falsifying medical or other documents to petition for excused absences or extensions of deadlines; or
- Any other action that, by omission or commission, compromises the integrity of the academic evaluation process.

Plagiarism is a serious violation of the standards of academic honesty. Plagiarism is the appropriation of ideas, language, work, or intellectual property of another, either by intent or by negligence, without sufficient public acknowledgement and appropriate citation that the material is not one's own. It is true that every thought probably has been influenced to some degree by the thoughts and actions of others. Such influences can be thought of as affecting the ways we see things and express all thoughts. Plagiarism, however, involves the taking and use of specific words and ideas of others without proper acknowledgement of the sources, and includes, but is not limited to, the following:

- Submitting as one's own material copied from a published source, such as Internet, print, CD-ROM, audio, video, etc.;
- Submitting as one's own another person's unpublished work or examination material;
- Allowing another or paying another to write or research a paper for one's own benefit; or
- Purchasing, acquiring, and using for course credit a pre-written paper.
- Submitting the same work for credit in two or more classes, even if the classes are taken in different semesters. If a student plans to submit work with similar or overlapping content for credit in two or more classes, the student should consult with all instructors prior to submission of the work to make certain that such submission will not violate this standard.

The above list is in no way intended to be exhaustive. Students should be guided by the principle that it is of utmost importance to give proper recognition to all sources. To do so is both an act of personal, professional courtesy and of intellectual honesty. Any failure to do so, whether by intent or by neglect, whether by omission or commission, is an act of plagiarism. A more detailed description of this issue can be found at https://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml.

Plagiarism or any other act of academic dishonesty will result minimally in the instructor's assigning the grade of "F" for the assignment or examination. The instructor may impose a more severe sanction, including a grade of "F" in the course. All instances of academic dishonesty must be reported by the instructor to the Associate and Assistant Deans of the School of Communication. Instructors must provide the appropriate information and documentation when they suspect an instance of academic misconduct has occurred. The instructor must also notify the student of their findings and sanction.

The Associate and Assistant Deans of the School of Communication may constitute a hearing board to consider the imposition of sanctions in addition to those imposed by the instructor, including a recommendation of expulsion, depending on the seriousness of the misconduct. In the case of multiple instances of academic dishonesty, the Dean's office may convene a

separate hearing board to review these instances. The student has the right to appeal the decision of the hearing board to the Dean of SOC. If the student is not a member of the SOC, the dean of the college in which the student is enrolled shall be part of the process. Students have the right to appeal the decision of any hearing board and the deans of the two schools will review the appeal together. Their decision is final in all cases except expulsion. The sanction of expulsion for academic dishonesty may be imposed only by the Provost upon recommendation of the dean or deans.

Students have a right to appeal any finding of academic dishonesty against them. The procedure for such an appeal can be found at:
http://www.luc.edu/academics/catalog/undergrad/reg_academicgrievance.shtml .

The School of Communication maintains a permanent record of all instances of academic dishonesty. The information in that record is confidential. However, students may be asked to sign a waiver which releases that student's record of dishonesty as a part of the student's application to a graduate or professional school, to a potential employer, to a bar association, or to similar organizations.

Sexual Misconduct, Campus Safety, and Title IX Notice of Reporting Obligations for Responsible Campus Partners

As an instructor, I am considered a Responsible Campus Partner ("RCP") under Loyola's [Comprehensive Policy and Procedures for Addressing Discrimination, Sexual Misconduct, and Retaliation](#) (located at www.luc.edu/equity). While my goal is for you to be able to share information related to your life experiences through discussion and written work, I want to be transparent that as a RCP I am required to report certain disclosures of sexual misconduct (such as sexual assault, sexual harassment, intimate partner and/or domestic violence, and/or stalking) to the University's [Title IX](#) Coordinator.

As an instructor, I also have a mandatory obligation under Illinois law to report disclosures of or suspected instances of child abuse or neglect (<https://www.luc.edu/hr/legal-notices/mandatedreportingofchildabuseandneglect/>).

The purpose of these reporting requirements is for the University to inform students who have experienced sexual/gender-based violence of available resources and support. Such a report **will not generate a report to law enforcement** (no student will ever be forced to file a report with the police). Furthermore, the University's resources and supports are available to all students even if a student chooses that they do not want any other action taken. Please note that in certain situations, based on the nature of the disclosure, the University may need to take additional action to ensure the safety of the University community. If you have any questions about this policy, you may contact the [Office for Equity & Compliance](#) at equity@luc.edu or 773-508-7766.

If you wish to speak with a confidential resource regarding gender-based violence, I encourage you to call [The Line](#) at 773-494-3810. The Line is staffed by confidential advocates from 8:30am-5pm M-F and 24 hours on the weekend when school is in session. Advocates can provide support, talk through your options (medical, legal, LUC reporting, safety planning, etc.), and connect you with additional resources as needed. More information can be found at luc.edu/coalition or luc.edu/wellness.

Managing Life Crises and Finding Support

Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE referral (LUC.edu/csaa) for yourself or a peer in need of support. To learn more about the Office of the Dean of Students, please find their websites here: LUC.edu/dos or LUC.edu/csaa; phone number 773-508-8840, email deanofstudents@luc.edu.

Loyola COVID-19 Policies

Loyola University Chicago's Health, Safety, and Well-Being Update website helps keep our community informed on health and safety protocols that allow us to remain on campus as we continue to navigate the challenges of COVID-19 in our community. This site contains information on required practices for anyone on our campuses as well as resources for students, faculty, and staff. Please see more on the latest policy updates on the following page:

<https://www.luc.edu/healthsafetyandwellbeing/>.

Course Schedule

WK	Date	Weekly Topic	Readings	PG	Assignment Due Dates <i>all end of day 11:59 p.m.</i>
1	01/17/23	Syllabus & Class Introduction	Chapter 1: Introduction to Persuasion	18	THURS: DISC for WK 2
	01/19/23				
2	01/24/23	Foundations	Chapter 2: Foundations of Persuasion	54	MON: DISC-R for WK 2 THURS: DISC for WK 3
	01/26/23		Chapter 3: Historical, Scientific, and Ethical Persuasions		
3	01/31/23	Attitudes PT.1	Chapter 4: Attitudes: Definition and Structure	62	MON: DISC-R for WK 3 THURS: DISC for WK 4
	02/02/23		Chapter 5: The Power of Our Passions: Theory and Research on Strong Attitudes		
4	02/07/23	Attitudes PT. 2	Chapter 6: Attitudes: Functions and Consequences	36	MON: DISC-R for WK 4 MON: Draft S. Essay Due THURS: DISC for WK 5 THURS: Peer Review Due
	02/09/23				
5	02/14/23	Attitudes PT.3	Chapter 7: Attitude Measurement	28	MON: DISC-R for WK 5 THURS: DISC for WK 6 THURS: Short Essay Due
	02/16/23				
6	02/21/23	Audience Reception	Chapter 8: Processing Persuasive Communications	42	MON: DISC-R for WK 6 THURS: DISC for WK 7
	02/23/23				
7	02/28/23	Audience and Ethos, Pathos, Logos	Chapter 9: "Who Says It": Charisma, Authority, and the Controversial Milgram Study	50	MON: DISC-R for WK 7 THURS: Draft of Speech Outline
	03/02/23		Chapter 10: "Who Says It": Credibility and Social Attractiveness		

8	SPRING BREAK	NO CLASS	NO CLASS		NO CLASS
9	03/14/23	Speech Week	Invitational Speech Week		THURS: Peer Assessment
	03/16/23				THURS: DISC for WK 10
10	03/21/23	Interpersonal Communication	Chapter 14: Interpersonal Persuasion	36	MON: DISC-R for WK 10
	03/23/23				MON: Reflection
11	03/28/23	Messaging: How-to & Strategies	Chapter 11: Fundamentals of the Message	70	THURS: DISC for WK 11
	03/30/23		Chapter 12: Emotional Message Appeals: Fear and Guilt		THURS: DISC for WK 12
12	04/04/23	Cognitive Dissonance: Or Personal Conflict as De-/Motivation?	Chapter 13: Cognitive Dissonance Theory	32	THURS: Annotated Research Bibliography
	04/06/23				MON: DISC-R for WK 11
13	04/11/23	Professional Persuasion PT. 1	Chapter 16: Health Communication Campaigns	42	MON: DISC-R for WK 12
	04/13/23				THURS: DISC for WK 13
14	04/18/23	Professional Persuasion PT. 2	Chapter 15: Advertising, Marketing, and Persuasion	46	THURS: Short Research Paper
	04/20/23				MON: DISC-R for WK 14
15	04/25/23	Group Presentation Week	Presentation Week & Wrap Up		TUES: Presentation Speech Outline
	04/27/23				