

**Communication Studies 414 – Section 1**  
**Persuasion**  
**Fall Semester, 2019**

Meeting Days	Monday and Wednesday
Meeting Time	11:10a – 12:25p
Meeting Place	126 SH
Instructor	Dr. Michael R. Kotowski

***Course Description and Objectives***

The goal of this course is to familiarize the student with social influence processes. 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 regularly check my email. Email is, therefore, the best way to contact me.

Office Hours: 12:45p – 2:00p Monday and Wednesday

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*. (3<sup>rd</sup> ed.). Thousand Oaks, CA: Sage.

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

### ***Optional Text***

Gass, R. H. & Seiter, J. S. (2006). *Persuasion, social influence, and compliance gaining*. (3<sup>rd</sup> 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.

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. 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 popular press books and magazines 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, you will develop persuasive messages based on the theory you have chosen. This course utilizes the APA writing style. The research paper will be evaluated on a 100 point metric.

The research paper presentation requires that each person present the outcome of their research paper to the rest of the class in a formal 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. 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. My subjective assessment of your effort over the semester will then be used to adjust this percentage up or down to the next letter grade as necessary.

### *Grading Scale*

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Grade	Percentage
A	90%-100%
B+	85%-89%
B	80%-84%
C+	75%-79%
C	70%-74%
D+	65%-69%
D	60%-65%
Failure	0%-59%

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### *Policy*

You are all adults. 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 an approved 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.

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*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	30 <sup>th</sup> September
Midterm Exam	16 <sup>th</sup> October
Research Paper	25 <sup>th</sup> November
Research Paper Pres.	25 <sup>th</sup> November, 4 <sup>th</sup> December
Final Exam	10 <sup>th</sup> December

**Schedule**

## Week 1

21<sup>st</sup> August

*Topic:* Introductions  
Syllabus review  
Course overview

*Readings:* Syllabus

## Week 2

26<sup>th</sup> August

*Topic:* Defining persuasion  
*Readings:* O'Keefe, Chapter 1, pp. 1-4

28<sup>th</sup> August

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

## Week 3

4<sup>th</sup> September

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

## Week 4

9<sup>th</sup> September

*Topic:* Attitudes and behaviors  
*Readings:* O'Keefe, Chapter 1, pp. 9-18

11<sup>th</sup> September

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

## Week 5

16<sup>th</sup> September

*Topic:* Functional approaches to attitude  
*Readings:* O'Keefe, Chapter 3, pp. 44-55

18<sup>th</sup> September

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

## Week 6

23<sup>rd</sup> September

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

25<sup>th</sup> September

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

## Week 7

30<sup>th</sup> September

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

2<sup>nd</sup> October

*Topic:* Theories of behavioral intention  
*Readings:* O'Keefe, Chapter 6, pp. 112-131

Week 8		
	7 <sup>th</sup> October	<i>Topic:</i> Elaboration likelihood model <i>Readings:</i> O’Keefe, Chapter 8, pp. 148-155
	9 <sup>th</sup> October	<i>Topic:</i> Elaboration likelihood model <i>Readings:</i> O’Keefe, Chapter 8, pp. 156-175
Week 9		
	14 <sup>th</sup> October	<i>Topic:</i> Library Study Day
	16 <sup>th</sup> October	<b>Midterm Exam</b>
Week 10		
	21 <sup>st</sup> October	<i>Topic:</i> Source factors <i>Readings:</i> O’Keefe, Chapter 10, pp. 188-213
	23 <sup>rd</sup> October	<i>Topic:</i> Message factors <i>Readings:</i> O’Keefe, Chapter 11, pp. 214-251
Week 11		
	28 <sup>th</sup> October	<i>Topic:</i> Receiver and context factors <i>Readings:</i> O’Keefe, Chapter 12, pp. 252-267
	30 <sup>th</sup> October	<i>Topic:</i> Reciprocation <i>Readings:</i> Cialdini, Chapter 2, pp. 18-45
Week 12		
	4 <sup>th</sup> November	<i>Topic:</i> Commitment and consistency <i>Readings:</i> Cialdini, Chapter 3, pp. 51-88
	6 <sup>th</sup> November	<i>Topic:</i> Social proof <i>Readings:</i> Cialdini, Chapter 4, pp. 98-131
Week 13		
	11 <sup>th</sup> November	<i>Topic:</i> Liking <i>Readings:</i> Cialdini, Chapter 5, pp. 141-170
	13 <sup>th</sup> November	<i>NCA Convention – Class Cancelled</i>
Week 14		
	18 <sup>th</sup> November	<i>Topic:</i> Authority <i>Readings:</i> Cialdini, Chapter 6, pp. 174-191
	20 <sup>th</sup> November	<i>Topic:</i> Scarcity <i>Readings:</i> Cialdini, Chapter 7, pp. 198-221

Week 15		
25 <sup>th</sup> November	<b>Research Paper Due</b>	<b>Research Paper Presentations</b>
Week 16		
2 <sup>nd</sup> December	<b>Research Paper Presentations</b>	
4 <sup>th</sup> December	<b>Research Paper Presentations</b>	
Week 17		
10 <sup>th</sup> December 12:30p – 2:30p	<b>Final Exam</b>	