USCAnnenberg

COMM 302: Persuasion
4.0 Units

Summer 2021 – MWF – 1:00 PM – 3:50 PM
Section: 20465D
Location: Online https://usc.zoom.us/j/94716297922

Instructor: James Lee
Office: Online https://usc.zoom.us/j/2599679457
Office Hours: MWF before or after class (12-1pm, 4-5pm)
Also by appointment
Contact Info: lee526@usc.edu

Course Description
Theories and research in social influence; strategies and tactics of persuasive communications in such settings as politics, public relations, advertising, and business.

Learning Objectives
- Understand major theories, variables, and findings in the persuasion literature.
- Learn critical listening and thinking skills on the topic of persuasion.
- Understand and engage with the ethical challenges in persuasion.
- Apply this knowledge to real-life modern contexts.

Required Readings and Supplementary Materials

- Cialdini, R.B. Influence. Fifth Edition (2009) Boston: Allyn and Bacon
- Gass, R.H. and Seiter, J.S. (2018) Persuasion, social influence, and compliance gaining. (Sixth Edition) Boston: Allyn and Bacon.
- All other materials will be provided in some form, usually on Blackboard or via email.

Note on Current Events
We are currently in an unprecedented time with new challenges. While efforts are being made to bring things back to a sense of normalcy, we must remain mindful of the issues that are still ongoing. We intend to maintain high standards and expectations. However, it is crucial that we remain flexible and humane as the situation changes. To that end I want to emphasize the following:
> **We will privilege care.** Care for your well-being is our paramount commitment to you.
> **We will invite your feedback.** We will make mistakes, so we will ask for your help to actively improve the quality and relevance of our course activities and assignments.
> **We will listen to your concerns.** We will draw upon your contributions as co-designers of meaningful learning opportunities.
> **We will be flexible with expectations.** If you have questions or concerns about assignments, deadlines, requirements, or anything else, please ask.
> **We will be reflective.** Just as we foster critical inquiry among students in our courses, so too will we honor the critical need for reflection as we all move forward together.
> **With you, we will be creative.** We will pursue human solutions to the messy work of teaching, learning, and research in our courses.

Description and Assessment of Assignments
Participation
Participation is part of your grade. The current modality of teaching includes synchronous and asynchronous lessons, assignments, exercises, and evaluation processes, and each affords different types of participation. In a synchronous zoom environment, when proper, participation is synchronous. This may include talking, when appropriate, during a zoom meeting, or using the chat function to generate or participate in discussions. Other types of participation, including asynchronous options, will be considered, made available, and adjusted as needed.
The distant nature of these learning environments may prompt us to forget that we are a community and that each of us and our ideas deserve respect. For this reason, it is imperative that you remember to respect the opinion of others, regardless of how much you disagree.

Weekly Posting
Each week students will be asked to post at least once on Blackboard before class. Nothing complicated, just some brief comments on the readings and anything interesting you see in current events as they relate to the topic of this course. This is a low stakes way to keep on top of things and for me to get a better sense of what interests you. There may also be times when I ask additional questions. More details will be provided.

Persuasive Analysis Paper
A critical analysis of a persuasive speech or opinion piece. This is to get you to think critically about how people make attempts to convince their audiences to take a position.

Persuasive Pitch
You will give a persuasive pitch in class attempting to convince your classmates to take a certain action or viewpoint.

Persuasive Project
You will develop a plan for a hypothetical larger public relations persuasion effort. Details will be provided later.

Grading Breakdown

Assignment	% of Grade
Participation	20
Analysis Paper	20
Persuasive Pitch	20
Persuasive Project	20
Final Exam	20
TOTAL	100

Grade	% Range
A+	97%+
A	94-96.9%
A-	90-93.9%
B+	87-89.9%
B	84-86.9%
B-	80-83.9%
C+	77-79.9%
C	74-76.9%
C-	70-73.9%

Late Assignments Policy
Unless there is a valid, documented medical/family reason that has been communicated before an assignment's due date, late assignments will be penalized. Late assignments will be marked down by 50% and no assignment will be accepted more than 72 hours past the due date unless discussed before the original due date.

Arrangements to make up exams will only be made with a valid, documented medical/family reason. The final exam cannot be taken at an earlier date or time according to university policy so please don't ask.

Contact
I will respond to your emails within 24-48 hours. Please keep questions brief and if you need more in-depth time please consider scheduling a meeting in person. I am happy to help and will do my best to be accessible within reason.

Use of Technology
The use of technology will be an inevitable part of this classroom experience. Please make sure to be respectful of each other and to use your tools responsibly.

Tentative Course Schedule

This is a general overview and will be subject to change. Links to the readings outside of the required textbook will be provide on Blackboard as well as any additional assignments.

Week 01 Class Introduction (May 19-21)
    May 19, 2021
    No readings, just bring yourself

    May 21, 2021
    Persuasion SI&CG (Gass & Seiter) Chapter 1

Week 02 (May 24-28)
    May 24, 2021
    Persuasion SI&CG (Gass & Seiter) Chapter 2
    Influence (Cialdini) Chapter 1

    May 26, 2021
    Influence (Cialdini) Chapter 2

    May 28, 2021
    Influence (Cialdini) Chapter 3

Week 03 (May 31-June 4)
    May 31, 2021
    Memorial Day - NO CLASS

June 2, 2021
Persuasive Analysis Paper Due
Persuasion SI&CG (Gass & Seiter) Chapter 3
Influence (Cialdini) Chapter 4

June 4, 2021
Influence (Cialdini) Chapter 5
Influence (Cialdini) Chapter 6

Week 04 (June 7-11)
June 7, 2021
Persuasion SI&CG (Gass & Seiter) Chapter 7
Persuasion SI&CG (Gass & Seiter) Chapter 8

June 9, 2021
Persuasion SI&CG (Gass & Seiter) Chapter 9

June 11, 2021
Persuasive Pitch in Class

Week 05 (June 14-18)
June 14, 2021
Persuasion SI&CG (Gass & Seiter) Chapter 4
Persuasion SI&CG (Gass & Seiter) Chapter 5

June 16, 2021
Persuasion SI&CG (Gass & Seiter) Chapter 14

June 18, 2021
Persuasion SI&CG (Gass & Seiter) Chapter 15

Week 06 (June 21-25)
June 21, 2021
Influence (Cialdini) Chapters 7-8

June 23, 2021
Persuasion SI&CG (Gass & Seiter) Chapter 16

June 25, 2021
Persuasive Project Presentations in Class

Week 07 (June 28)
June 28, 2021 (LAST DAY OF CLASS AND FINAL DUE)
Final Exam

Additional Policies

Synchronous session recording notice
Live class sessions will be recorded and made available to students through Blackboard (including transcriptions). Please remember that USC policy prohibits sharing of any synchronous and asynchronous course content outside of the learning environment. As a student, you are responsible for the appropriate use and handling of these recordings under existing SCampus policies regarding class notes (https://policy.usc.edu/scampus-part-c/). These rules will be strictly enforced, and violations will be met with the appropriate disciplinary sanction.

Going back to Campus
Although we are starting the semester with online instruction only, conditions may improve. In such case, courses listed as hybrid will give opportunity to students to attend class in person. This will happen only by following the strictest health guidelines and safety protocols. These are listed in the Trojans Return page. Please take the time to read this ahead so that you are prepared in case it is possible to return to in-person instruction.

Attendance
Students are strongly encouraged to attend live sessions via Zoom. This is the best way to engage with the course and keep up to date with class activities and assignments. However, there will be no penalty for failing to attend live sessions, and students who miss live sessions will be able to keep up with the class by reviewing class recordings and engaging through asynchronous class activities and assignments. Note that university guidelines dictate that faculty should only maintain normal attendance, participation, and assessment expectations for students when the class time falls within reasonable learning hours in the student's time zone, defined as 7:00am to 10:00pm in the student's time zone.

Zoom etiquette
Although you are not obligated to turn your camera on, we highly recommend it. Please keep your microphone off during zoom class, except when you're asked to unmute for discussion or questions. Please use appropriate backgrounds.

Statement on Academic Conduct and Support Systems

Academic Conduct
Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards* https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, http://policy.usc.edu/scientific-misconduct.

In short, don't cheat. If you're not sure, then ask.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* http://equity.usc.edu or to the *Department of Public Safety* http://adminopsnet.usc.edu/department/department-public-safety. This is important for the safety of the whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* http://www.usc.edu/student-affairs/cwm/ provides 24/7 confidential support, and the sexual assault resource center webpage http://sarc.usc.edu describes reporting options and other resources.

Support Systems
A number of USC's schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* http://dornsife.usc.edu/ali, which sponsors courses and workshops specifically for international graduate students. *The Office of Disability Services and Programs* http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* http://emergency.usc.edu will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology. For a list of other services available, please see below.

Student Counseling Services (SCS) – (213) 740-7711 – 24/7 on call
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. engemannshc.usc.edu/counseling

National Suicide Prevention Lifeline – 1 (800) 273-8255
Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. www.suicidepreventionlifeline.org

Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. engemannshc.usc.edu/rsvp

Sexual Assault Resource Center
For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: sarc.usc.edu

Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086
Works with faculty, staff, visitors, applicants, and students around issues of protected class. equity.usc.edu

Bias Assessment Response and Support
Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. studentaffairs.usc.edu/bias-assessment-response-support

The Office of Disability Services and Programs
Provides certification for students with disabilities and helps arrange relevant accommodations. dsp.usc.edu

Student Support and Advocacy – (213) 821-4710
Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. studentaffairs.usc.edu/ssa

Diversity at USC
Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. diversity.usc.edu

USC Emergency Information
Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. emergency.usc.edu

USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime.
Provides overall safety to USC community. dps.usc.edu

Annenberg Student Success Fund
https://annenberg.usc.edu/current-students/resources/additional-funding-resources
The Annenberg Student Success Fund is a donor-funded financial aid account available to USC Annenberg undergraduate and graduate students for non-tuition expenses related to extra- and co-curricular programs and opportunities.