

CMM-4050 >

> Theories of >

> Persuasion

Daniel Chornet, Ph.D.

Department of Communication
Saint Louis University - Madrid Campus

Spring 2018

Email: daniel.chornet@slu.edu

Office: San Ignacio Hall (SIH), 3rd Floor, office 306.
C/ de las Amapolas 3.

Telephone: 91 5545858 ext. 254

Class meets: M & W from 12:30 to 1:45 p.m. in PRH 13

Office Hours: M, W, & F from 11 to 1 p.m. or by
appointment.

Course credit: 3.0 hours.

Pre-requisites: CMM 1000 and CMM 2000

COURSE DESCRIPTION

Why do you need to study persuasion? Researchers state that a person receives between 300 and 3000 persuasive messages on a daily basis through different media (advertising, film, art, politics, interpersonal communication, bumper stickers, and panhandling among others) (Gass & Seiter, 2014). We are creators and receivers of persuasive messages, and as such we must know what persuasion is, what it entails, how to use it, and how to analyze it. We will also discern the differences among some of the most widely used concepts in the field: persuasion, social influence, compliance gaining, and propaganda. In this course, we will study different theories and frameworks of persuasion through the lens of four major approaches.

We will start with the **Rhetorical Approach**, where we will delve into the work of some of the classical and modern rhetoricians. The main emphasis will be on traditional rhetoric, invitational rhetoric, the narrative paradigm. Our second stop is the **Psychological Approach** where we will navigate the concepts of attitudes, behaviors, and emotions and their interrelationships. We will examine several psychological theories (e.g. Social Judgement Theory and Cognitive Dissonance Theory among others) in face-to-face selling contexts, in marketing, and in advertising. Thirdly, we will study some scholarship based upon the **Social Approach**. We start with the premise that social life is a performance and that we are strategic about our performances in order to influence others. With this in mind we will read about Goffman's identity management theory and facework, the cultural use of directives, effective advice giving, and interactional compliance gaining. **The Cultural Approach** makes up the remainder of this course, and it includes the Model of Cultural Persuadables that expounds on the force of cultural premises to influence communicative conduct.

COURSE GOALS

Persuasion is everywhere, and it is difficult to escape being exposed to it.

This course will:

- 🔖 Help you understand the different ways in which persuasion works.
- 🔖 Help you understand persuasion theories and concepts as tools for everyday use.
- 🔖 Develop your analytic skills in everyday persuasive situations.

✍ Develop ethical persuasive skills.

STUDENT LEARNING OUTCOMES FOR CMM 4050

Upon completing this course, students will be able to:

SKILLS	ASSESSMENT
⊕ Analyze and illustrate persuasion theories and their core components.	Class presentation, Exams Class Discussion, Papers, Quizzes.
⊕ Evaluate persuasion theories critically along a series of criteria.	Papers, Class Discussion, Exams.
⊕ Compare and contrast persuasion theories.	Paper, Class Discussion, Exams, Quizzes.
⊕ Apply persuasion theories to their everyday lives.	Papers, Class Discussions, Exams Quizzes.
⊕ Use persuasion theories to talk about and act upon practical problems in a productive way.	Class Discussions, Papers.
⊕ Identify appropriate mediated persuasive messages for analysis.	Papers, Class Discussions, Exams, Quizzes.
⊕ Collect appropriate interactive data for analysis.	Papers.
⊕ Analyze communication texts through the lens of different persuasion theories and frameworks.	Papers, Class Discussions, Exams.
⊕ Use and apply persuasion theories ethically to everyday life.	Papers, Class Discussions.
⊕ Use the different vocabulary used in each theory.	Papers, Class Discussion, Exams.
⊕ Understand the similarities, differences, and the value of each of the approaches to persuasion.	Papers, Class Discussion, Exams.
⊕ Create effective persuasive messages.	Papers, Class Discussions, Exams, Quizzes.
⊕ Combine theoretical approaches into a cogent model.	Papers.
⊕ To design a high-impact PowerPoint presentation.	Group Presentation
⊕ To present and argue ideas clearly and effectively.	Group Presentation

COURSE DYNAMICS

Overall, the structure of the course will include, lecturing, discussions, activities and role plays. The effectiveness of how the class unfolds highly depends on your attitude, work and, discipline. I expect that you have a positive attitude in class; I expect you read the assigned articles and book chapters before coming to class; and I expect that you always come to class ready to think, discuss, apply, exemplify, theorize, critique, and evaluate the materials you have read. This course requires that you are an active learner inside and outside the class. In the end, being active in class will result in achieving the skills outlined above and in an enjoyable experience. Let me know how I can help you meet these requirements in order to learn succeed in CMM-4050.

REQUIRED MATERIALS

📖 Gass, R. H., & Seiter, J. S. (2014). *Persuasion, Social Influence, and Compliance Gaining* (5th). Boston, MA: Pearson/Allyn & Bacon.

📁 Reading Packet available in a shared Google Drive Folder (G-Drive) (I will share it with you after I get your email addresses).

RECOMMENDED MATERIALS

The following books are available at our library and they can be very useful for our class (they have sections on Persuasion):

- Communication theories: perspectives, processes, and contexts / Katherine Miller. Call# 302 MIL
- Theorizing about intercultural communication / editor William B. Gudykunst. Call# 303.482 GUD
- Handbook of language and social interaction / edited by Kristine L. Fitch, Robert E. Sanders. Call# 306.44 FIT
- Engaging theories in family communication: multiple perspectives / editors, Dawn O. Braithwaite, Leslie A. Baxter. Call# 306.87 BRA
- Engaging theories in interpersonal communication: multiple perspectives / Leslie A. Baxter, Dawn O. Braithwaite, editors. Call# 153.6 BAX
- Also, go to <https://www.slu.edu/madrid/academics/library>, select the "SLUTH" tab, and enter the following keywords (among others) to retrieve a plethora of materials relevant for our course: persuasion, compliance gaining, influence, social influence... we have electronic access to several books.

COURSE ASSIGNMENTS

Please keep track of your scores as you receive them from me.

ASSIGNMENTS	POINTS	%	MY SCORE
Midterm Exam	100	21%	
Final Exam	100	21%	
Quiz #1	25	5.2%	() ()
Quiz #2	25	5.2%	
The Rhetorical Approach Text Analysis & Evaluation Paper	50	10.5%	
The Psychological Approach Theory Construction & Critique Paper	50	10.5%	
The Social & Cultural Approach Data Collection & Analysis Paper	50	10.5%	
Hands-On Project and Presentation	25	5.2%	
Class Participation and Attendance	50	10.5%	
Total Score	475	100%	

Description of Assignments

Format for the Midterm and Final Exams, and Quizzes: Their focus will be to assess that you understand concepts and theories, that you are able to establish connections among them, that you are able to integrate and evaluate knowledge; and that you are able to provide and analyze real-life situations that illustrate different concepts and theories. Midterm and Final exams will require that you answer short-answer questions. (See student learning outcomes table above to see specific skills that I will assess in this assignment).

Hands-On Project and Oral Presentation: This is an individual oral presentation **of one concept applied to practice** out of all the topics/theories/frameworks covered in class. This exercise will last a total of 7 to 8 minutes approximately. The exercise consists in selecting one concept pertaining to persuasion (from our syllabus) and **demonstrating** to the class how it can be used to persuade others, in the general sense of the word. The possibilities are endless. This exercise needs to be carefully timed to fulfill the allotted time frame. A maximum of two students can present on the same day.

Papers: Instructions for the papers will be provided in class (See Assignments Table to see the main purpose of each paper).

In-class Participation: Participation entails critical thinking, critical listening and sharing your thoughts and opinions with your classmates. You should come to class prepared and willing to discuss the readings or ideas for that day. Active and useful participation requires effort from your part. I expect that your contributions to the discussion be grounded in the assigned readings. Avoid going off on tangents. Only coming to class does not count as participation. I will keep track of your participation during discussions and in-class activities. In order to get credit for your presence in the classroom, you need to “participate” as described here. (See Student Learning Outcomes table above to see specific skills that I will assess in this assignment).

In-class Participation Grade: This classroom will be a safe place for expressing your opinions and discussing them in a reasonable fashion with your classmates. You are free to speak your mind in class. As such, you may hear opinions and viewpoints that are contrary to yours and since you are all adults, I will expect you to be respectful when we are engaged in class discussion. Nonetheless, if you feel uncomfortable because of a class discussion, you may speak with me at any time.

How will you earn your in-class participation grade?

- An “A” in participation means that you almost always participate in class (as described above).
- A “B” in participation means that you frequently participate in class (as described above).
- A “C” in participation means that you sometimes participate in class (as described above).
- A “D” in participation means that you seldom participate in class (as described above).
- An “F” in participation means that you rarely participate in class (as described above) and/or that you disrespect your peers.

CAVEAT: Missing classes and lateness will lower your participation grade.

ELECTRONIC SUBMISSION OF ASSIGNMENTS

I will email you a “**FILE REQUEST**” from **Dropbox** that you’ll be able to use throughout the semester to submit all your written assignments. When you are ready to upload an assignment, follow the instructions through the link. You don’t need to open a Dropbox account if you don’t have one.

1. Requirements for electronic submissions:
2. You need to upload a **WORD** version and a **PDF** version of your assignment.
3. **FILE NAME FORMAT:** Label your file following this template:
 - a. **TEMPLATE:** Course # - first name initial + last name - name and number of the assignment
 - b. **SAMPLE FILE NAME:** *CMM4050-dchornet-Rhetorical Approach Paper.docx* (you need to use YOUR first name initial and last name ☺).
 - c. To prevent **POTENTIAL VIRUSES** in my computer, if your file name is not properly identified, I will not open it and I will delete it.
4. Assignments are due by **midnight** of the day assigned, but they can be submitted earlier as well.
5. **Note:** You’re fully responsible for uploading a word document that **opens correctly**. It is unlikely, but files can get corrupted in the process of sending and receiving. Uploading the word document along with a copy of it in pdf format will maximize your chances of me being able to open your assignment.

ATTENDANCE, PARTICIPATION AND DISCUSSION POLICIES

ATTENDANCE: Attendance is mandatory for this course to run properly. I will expect your physical and mental presence for each class period. I expect you to pay attention to class materials. Late arrivals are highly discouraged since they are disruptive for the class. Arriving 20 minutes late or later will count as an absence. The schedule below contains a description of what will happen each day. Ask me and/or your classmates to make sure you do not miss anything that is not assigned in the schedule.

ABSENCES & PENALTIES: You are allowed only 2 unexcused absences. More than 2 unexcused absences will significantly lower your grade (minus 5 points per unexcused absence after the second). Missing 6 or more classes will get grounds to earn a failing grade.

WHAT IS AN EXCUSED ABSENCE? Only university events and trips will be officially excused. However, it is your responsibility to make sure such events or trips do not interfere negatively with your performance in your classes. Since doctor's notes are not official excuses, I will use my discretion to excuse medical or other unofficial situations.

ABSENCES & ASSIGNMENT SUBMISSIONS: If you're sick and can't come to class the day an assignment is due, DO SUBMIT IT VIA EMAIL OR ANY OTHER MEANS STIPULATED BY ME. You are more credible if you miss class and send me the assignment due, even if it is unfinished, than if you don't send the assignment. You have all the dates for assignments scheduled in the syllabus. Plan your work ahead of time and be organized.

LATE WORK: You will lose 10% of your score—per day—in any graded assignment submitted late without an official excuse. Submitting an assignment on time means to turn it in class or electronically on the due day. If you know that you are not going to turn in an assignment on time, let me know before it is due, in order to work out a solution.

COLLECTION OF ASSIGNMENTS FOR ASSESSMENT PURPOSES

In order to maintain quality academic offerings and to conform to accreditation requirements, SLU-Madrid regularly assesses its teaching, services and programs for evidence of student learning. For this purpose, SLU-Madrid keeps representative examples of student work from all courses and programs on file, including assignments, papers, exams, portfolios and results from student surveys, focus groups and reflective exercises. Thus, copies of your work for this course, including exams, quizzes, application papers, class discussions (video taped), oral presentations (video taped), final projects may be kept on file for institutional research, assessment and accreditation purposes. If you prefer SLU-Madrid not to retain your work for this purpose, you must communicate this decision in writing to your professor.

MISCELLANEOUS POLICIES

CLASSROOM BEHAVIOR: Any behaviors that disrupt the flow of class in any way will not be tolerated. **Laptops, tablets, and cellphones ARE** authorized in the classroom as long as they are used to work on any aspect related to this particular course. Students using these devices for other non-academic purposes will be invited to leave the classroom, their absence will count as unexcused, and they will not be allowed to use them in the classroom.

POLICY ON STUDENT - INSTRUCTOR COMMUNICATION: If you need to contact me outside the classroom, use the email address listed in this syllabus. Since some parts of the semester are busier than others, in some situations I will be able to respond to your emails fairly quickly. However, during busier times you will have to allow 24 to 48 hours for my response.

GRADE DESCRIPTION

⊗ **A**—An “A” performance is a superior performance. To earn an “A” on an assignment, you must extend increased effort to seeing and thinking beyond the surface level of the assignment as well as show particular skill in composing your work. To earn an “A” in the course, you must excel consistently throughout the semester. This means producing polished, well-crafted work that shows extreme effort, using the revision process to shape your message for a particular audience, taking an active leadership role in class, being organized, ambitious and articulate.

⊗ **B**—A grade “B” shows that you have done a little more than what is required for the assignment. For example, it may mean that you have done some extra research or an effective analysis on an assignment, or that you have produced a piece of discourse that is somewhat innovative and interesting. To earn a “B” in the course, you must exceed the minimum requirements of producing solid work as well as show evidence of revision, be an active participant in the classroom, complete all activities carefully, and show preparation, improvement, and effort in every area.

⊗ **C**—A grade of “C” is an average grade. A “C” indicates that you have met the minimum requirements of the assignment. A “C” indicates that you need to improve and that there is potential in your work. To earn a “C” in this course means that you have made a minimum effort in your assignments and in class participation.

⊗ **D**—A grade of “D” means that your assignment has significant problems. For example, not completing part of an assignment or the assignment was not done on time. Also, a “D” will be given if you do not show sufficient effort, time, or concern for any particular assignment. Earning a grade of D or lower in this course means that you have not shown consistent effort toward improvement and have not met the minimum standards for the course.

⊗ **F**—A grade of “F” will be given in a case where your work is seriously lacking. Getting an “F” is an indicator that shows lack of interest and effort. Intentional plagiarism will undoubtedly lead to a grade of F (actually a 0) and may also result in more serious consequences such as failing the course.

LETTER GRADES & PERCENTAGES									
100-94%	93-90%	89-87%	86-84%	83-80%	79-77%	76-74%	73-70%	69-60%	59% >
A	A-	B+	B	B-	C+	C	C-	D	F

ACADEMIC INTEGRITY GUIDELINES

Students are required to abide by the Academic Integrity guidelines summarized below.

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care and community service via which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern. The governing University-level Academic Integrity Policy can be accessed on the Provost's Office website at: http://www.slu.edu/Documents/Madrid/academics/Academic_integrity.pdf. Additionally, SLU-Madrid has posted its academic integrity policy online: <http://www.slu.edu/madrid/academics>. As a member of the University community, you are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions and appeals.

The professor will review these matters during the first weeks of the term. Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program or the Academic Dean of the Madrid Campus.

TITLE IX STATEMENT

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX deputy coordinator, Marta Maruri, whose office is located on the ground floor of Padre Rubio Hall, Avenida del Valle, 28 (mmaruri@slu.edu; 915-54-5858, ext. 213) and share the basic fact of your experience with her. The Title IX deputy coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the SLU-Madrid's Counseling Services on the third floor of San Ignacio Hall (counselingcenter-madrid@slu.edu; 915-54-5858, ext. 230) or Sinews Multipletherapy Institute, the off-campus provider of counseling services for SLU-Madrid (www.sinews.es; 917-00-1979). To view SLU-Madrid's sexual misconduct policy and for resources, please visit the following web address: <http://www.slu.edu/Documents/Madrid/campus-life/SLUMadridSexualMisconductPolicy.pdf>.

STUDENT ACCOMMODATION STATEMENT

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can find out more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.
- University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Academic Dean's Office (San Ignacio Hall) or by going to <http://www.slu.edu/madrid/learning-resources>.

Students with a documented disability who wish to request academic accommodations **must** contact Disability Services to discuss accommodation requests and eligibility requirements. Once successfully registered, the student also **must** notify the course instructor that they wish to access accommodations in the course. Please contact Disability Services at disabilityservices-madrid@slu.edu or +915 54 58 58, ext. 230 for an appointment. Confidentiality will be observed in all inquiries. Once approved, information about the student's eligibility for academic accommodations will be shared with course instructors via email from Disability Services. For more information about academic accommodations, see "Student Resources" on the SLU-Madrid webpage.

Note: Students who do not have a documented disability but who think they may have one are encouraged to contact Disability Services.

TENTATIVE SCHEDULE

TEXTBOOK: Gass & Seiter (2014) *Persuasion: Social Influence and Compliance Gaining*.

G-DRIVE: Reading Packet

This is a tentative schedule and it is subject to change as the semester progresses depending on your learning needs.

	Day	Class Description	Reading for the Day	Assignments
W 1	Th Jan 11	*Introduction to the course		
	T Jan 16	* FOUNDATIONS: Persuasion is everywhere!... did you know it? What are the benefits of studying Persuasion?	READ: TEXTBOOK: Ch. 1 - <i>Why Study Persuasion?</i>	
W 2	Th Jan 18	* Rhetorical & Humanistic Approaches: Aristotle's, Plato's, Scott's, and Quintilian's approaches to persuasion.	READ: G-DRIVE: Larson (2010). Ch. 3: <i>Traditional, Artistic, and Humanistic Approaches to Persuasion</i> (pp. 70-80).	
	Sun Jan 21	Last day to DROP a class without a grade of W and/or to ADD a class Last day to choose Audit (AU) or Pass/No Pass (P/NP) options.		
W 3	T Jan 23	Rhetorical & Humanistic Approaches: The Narrative paradigm. An alternative approach to traditional rhetoric.	READ: G-DRIVE: Fisher (1987) Ch. 3. <i>Narration as Paradigm of Human Communication</i> (only pp. 57-69)	
	Th Jan 25	* Rhetorical & Humanistic Approaches: Invitational Rhetoric. An alternative approach to traditional rhetoric.	READ: G-DRIVE: Foss & Griffin (1995) <i>Beyond persuasion: A proposal for an invitational rhetoric</i> .	
W 4	T Jan 30	* FOUNDATIONS: What is Persuasion? What is Social Influence? What is Propaganda?	READ: TEXTBOOK: Ch. 2 – <i>What Constitutes Persuasion?</i> (Read all pages except p. 38).	
	Th Feb 1	* Psychological Approach: What are attitudes? What's the structure of attitudes? How do attitudes impact persuasion?	READ: G-DRIVE: Perloff (2017) <i>Ch. 3 – Attitudes: Definition and Structure</i> .	The Rhetorical Tradition Application paper DUE.

W 5	T Feb 6	*Psychological Approach: Attitudes and Information Processing: Social Judgement Theory.	READ: G-DRIVE: Perloff (2017) Ch. 4 – <i>The Power of Our Passions: Theory and Research on Strong Attitudes (Social Judgement Theory)</i> (pp. 111-131).	
	Th Feb 8	*Psychological Approach: What functions do attitudes perform? How do attitudes influence behaviors?	READ: G-DRIVE: Perloff (2017) Ch. 5 – <i>Attitudes: Functions and Consequences</i> (pp. 147-155 & 164-184).	Quiz #1
W 6	T Feb 13	*Psychological Approach: One approach to the processing of persuasive communication: Elaboration Likelihood Model.	READ: G-DRIVE: Perloff (2017) Ch. 7 – <i>Processing Persuasive Communications (ELM)</i> (pp. 231-270).	
	W Feb 14	Registration for Summer 2018 Sessions begins.		
	Th Feb 15	*Psychological Approach: What happens when you hold dissonant thoughts? How do you react? How can we use this theory to persuade?	READ: G-DRIVE: Perloff (2017) Ch. 11 – <i>Cognitive Dissonance Theory (Part 1)</i> .	
W 7	T Feb 20	*Psychological Approach: What happens when you hold dissonant thoughts? How do you react? How can we use this theory to persuade?	READ: G-DRIVE: Perloff (2017) Ch. 11 – <i>Cognitive Dissonance Theory (Part 2)</i> .	
	Th Feb 22	Winter Break (No class)		
	F Feb 23	Winter Break (No class)		
W 8	T Feb 27	Midterm Exam		
	Th Mar 1	*Persuasive Message Design: Planning Persuasive Messages.	READ: TEXTBOOK: Ch.9 – <i>Structuring and Ordering Persuasive Messages</i> .	
W 9	T Mar 6	*Sequential Compliance Gaining: Step-by-step Face-to-Face Interpersonal approaches to compliance gaining (Part I).	READ: TEXTBOOK: Ch. 10 - <i>Sequential Persuasion</i> (pp. 216-226).	
	Th Mar 8	*Sequential Compliance Gaining: Step-by-step Face-to-Face Interpersonal approaches to compliance gaining (Part II).	READ: TEXTBOOK: Ch. 10 - <i>Sequential Persuasion</i> (pp. 227-236).	
	F Mar 9	Last Day to Drop a Class and Receive a Grade of W		
W 10	T Mar 13	* Deceptive and Manipulative messages: What is deception? Deception as a form of persuasion. How to Detect Deception? Some Theoretical Frameworks.	READ TEXTBOOK: Ch. 12 - <i>Deception</i>	
	Th Mar 15	* Media Approach: Image Superiority: Visual Persuasion (Part I).	READ: TEXTBOOK: Ch. 14 – <i>Visual Persuasion</i> (pp. 308-312 & 317-330).	The Psychological Approach Application Paper DUE.
W 11	T Mar 20	* Media Approach: Marketing Deception as a Form of Influence.	READ: G-DRIVE: Boush et al. (2009) Ch. 4 <i>Marketplace Deception Tactics II</i> .	

	Th Mar 22	*Cultural Approach: The role of Cultural Norms and Premises in Persuasion: A theoretical framework.	READ: Fitch (2003) <i>Cultural persuadables.</i> Part 1	
W 12	T Mar 27	Easter Break (No class)		
	Th Mar 29	Easter Break (No class)		
W 13	T Apr 3	*Cultural Approach: The role of Cultural Norms and Premises in Persuasion: A theoretical framework.	READ: Fitch (2003) <i>Cultural persuadables.</i> Part 2	Quiz #2
	W Apr 4	Registration for Fall 2018 Semester begins		
	Th Apr 5	*Nonverbal Communication and Influence: Can our posture, touch, or prosodic elements of our voice contribute to exert influence on others?	READ: TEXTBOOK: Ch. 8 – Nonverbal Influence.	
W 14	T Apr 10	* Social Approach: The Performance of Self in Everyday Life: Impression Management.	READ: G-DRIVE: DuBrin (2011) Ch. 1: <i>The Meaning and Nature of Impression Management</i>	
	Th Apr 12	*Principles, strategies, and variables related to compliance gaining: Face-to-Face Interpersonal approaches to compliance gaining (Part II).	READ: TEXTBOOK: Ch. 11 – <i>Compliance Gaining.</i> (pp. 237-246 & 251-260).	
W 15	T Apr 17	The Social & Discursive Approaches: Politeness Theory, and Message Design Logics Theory.	READ: Wilson (2002) Ch. 6: Discourse Perspectives on Message Production (pp. 201-239)	
	Th Apr 19	*Social & Cultural Approach: The Performance of Self in Everyday Life: Making Requests in Two Cultures.	READ: G-DRIVE: Fitch, (1994). <i>A cross-cultural study of directive sequences and some implications for compliance-gaining research.</i>	
W 16	T Apr 24	*Social Approach: The Performance of Self in Everyday Life: A discursive sequential approach to compliance gaining.	READ: G-DRIVE: Sanders, & Fitch, (2001). <i>The actual practice of compliance seeking.</i>	
	Th Apr 26	*Social Approach: Persuading Others to Take our Advice.	READ: G-DRIVE: Shaw (2013). <i>Managing the Moral Implications of Advice in Informal Interaction</i>	The Social & Cultural Approach Application Paper DUE.
W 17	T May 1	Labor Day-NO CLASS		
	W May 2	Local Holiday-NO CLASS		
	Th May 3	*Ethical Approach: Ethics and Persuasion.	READ: TEXTBOOK: Ch. 16: <i>The Ethics of Persuasion</i>	
Th-May-10	Final Exam - 12 p.m. to 3 p.m.			

Final Exams Schedule

SPRING 2018					
	4 May (Fr)	7 May (Mn)	8 May (Tu)	9 May (Wd)	10 May (Th)
08:30-11:30	Mn classes that meet at 9:00 & 9:30	Mn classes that meet at 10:00	Mn classes that meet at 11:00 & 11:30	Tu classes that meet at 9:30	Tu classes that meet at 8:00
12:00-15:00	Tu classes that meet at 11:00	Mn classes that meet at 13:00	Tu classes that meet at 14:30	Mn classes that meet at 12:00 & 12:30	Tu classes that meet at 12:30
15:30-18:30	Mn classes that meet at 14:30	Tu classes that meet at 17:00 & 17:30	Mn classes that meet at 16:00	Tu classes that meet at 16:00	Mn classes that meet at 17:30
19:00-22:00	---	---	Mn classes that meet at 18:30 & 19:00	Tu classes that meet at 19:00	---

Readings References

Listed in Order of Appearance in the Syllabus

1. Larson, C. U. (2010). *Persuasion: Reception and responsibility* (12 ed.). Boston, MA: Wadsworth. (Ch. 3: Tradition, Artistic, and Humanistic Approaches)
2. Fisher, W. R. (1987). *Human Communication as Narration: Toward a Philosophy of Reason, Value, and Action*. Columbia, SC: University of South Carolina (Ch. 3 Narration as Paradigm of Human Communication).
3. Foss, S. K., & Griffin, C. L. (1995). Beyond persuasion: A proposal for an invitational rhetoric. *Communication Monographs*, 62(1), 2–18.
4. Perloff, R. M. (2017). *The dynamics of persuasion: Communication and attitudes in the 21st century* (6th ed.). New York, NY: Routledge (Ch. 3: Attitudes: Definition and Structure).
5. Perloff, R. M. (2017). *The dynamics of persuasion: Communication and attitudes in the 21st century* (6th ed.). New York, NY: Routledge (Ch. 4: The Power of our Passions: Theory and Research on Strong Attitudes).
6. Perloff, R. M. (2017). *The dynamics of persuasion: Communication and attitudes in the 21st century* (6th ed.). New York, NY: Routledge (Ch. 5: Attitudes: Functions and Consequences).
7. Perloff, R. M. (2017). *The dynamics of persuasion: Communication and attitudes in the 21st century* (6th ed.). New York, NY: Routledge (Ch. 7: Processing Persuasive Communications).
8. Perloff, R. M. (2017). *The dynamics of persuasion: Communication and attitudes in the 21st century* (6th ed.). New York, NY: Routledge (Ch. 11: Cognitive Dissonance Theory).
9. Boush, D. M., Friestad, M., & Wright, P. (2009). *Deception in the marketplace: The psychology of deceptive persuasion and consumer self-protection*. New York: Routledge (Ch. 4 Marketplace Deception Tactics II).
10. Fitch, K. L. (2003). Cultural persuadables. *Communication Theory*, 13(1), 100–123.
11. DuBrin, A. J., Routledge. (2011). *Impression management in the workplace: Research, theory, and practice*. New York; London: Routledge (Ch. 1: The Meaning and Nature of Impression Management).
12. Wilson, S. R. (2002). *Seeking and resisting compliance: Why people say what they do when trying to influence others?* Thousand Oaks, CA: Sage Publications. (Ch. 6: Discourse Perspectives on Message Production)
13. Fitch, K. L. (1994). A cross-cultural study of directive sequences and some implications for compliance-gaining research. *Communication Monographs*, 61(3), 185–209. <http://doi.org/10.1080/03637759409376333>
14. Sanders, R. E., & Fitch, K. L. (2001). The actual practice of compliance seeking. *Communication Theory*, 11(3), 263–289. <http://doi.org/10.1111/j.1468-2885.2001.tb00243.x>
15. Shaw, C., & Hepburn, A. (2013). Managing the Moral Implications of Advice in Informal Interaction. *Research on Language & Social Interaction*, 46(4), 344–362. <http://doi.org/10.1080/08351813.2013.839095>