SPCOM 110

I. **OVERVIEW**

The following information will appear in the 2009 - 2010 catalog

SPCOM-110*Persuasion* 3 Units

Development of abilities to plan and deliver persuasive presentations through a combination of methods involving the study of “real” communicative events; i.e., trials, sales presentations, political campaigns, sermons, etc., and the preparation and presentation of own works. Survey of recent research in attitude change and persuasive communication. Field trips might be required. Course is applicable to the associate degree. General Education:

CSU-GE - A1

IGETC Category: IGETC - 1C

II. **LEARNING CONTEXT**

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

A. **COURSE CONTENT**

1. **Required Content:**

   A. Classical Rhetorical and Modern Theories of Persuasion
      1. Aristotle’s definition of Persuasion
      2. SMCR Model of Persuasion
      3. Rank’s Model of Persuasion
      4. Doublespeak
      5. Persuasion in an Information Age
      6. Persuasion in a Technological Age
   B. Perspectives on Ethics in Persuasion
   C. Approaches to Persuasion Research
      1. Qualitative
      2. Quantitative
   D. Content Premises in Persuasion
      1. Types of Evidence
      2. Types of Reasoning
      3. Logical Syllogisms
      4. Toulmin Format
   E. The Making, Use, and Misuse of Symbols
      1. Langer’s Approach
      2. Semantic Approach
      3. Burke’s Approach
      4. Semiotic approach
   F. Audience-Topic Analysis for Purpose of Message Design
   G. Message Design
      1. For structure
      2. For motive appeal
      3. For logical appeal
      4. For ethos
   H. Modern Media and Persuasion
   I. The Use of Persuasion in Advertising

B. **HOURS AND UNITS**
### 3 Units

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<td>Lect</td>
<td>54.00</td>
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C. **METHODS OF INSTRUCTION (TYPICAL)**  
Instructors of the course might conduct the course using the following method:

1. Lecture
2. Performance
3. Extensive use will be made of audio-visual facilities
4. Oral and written feedback

D. **ASSIGNMENTS (TYPICAL)**

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**  
   *Time spent on coursework in addition to hours of instruction (lecture hours)*
   1. Prepare and practice four speeches utilizing various persuasive designs.
   2. Critique several outside speakers per term.
   3. Daily textbook readings and other supplementary readings
   4. Write two essays per term.

2. **EVIDENCE OF CRITICAL THINKING**  
   *Assignments require the appropriate level of critical thinking*
   1. Critiques of student speeches  
      Example Prompt: Did the speaker use Monroe's Motivated Sequence effectively? Were you persuaded? Explain your answer.
   2. Midterm and Final Exam Essays  
      Example Question: Define and apply Toulmin's Model to a modern day rhetorical message. Given your application, is the message effective. Explain your answer.
   3. Logical Fallacy Paper  
      Example Prompt: Chose a letter in the "Opinions" section of The Modesto Bee and identify any logical fallacies to the letter. What would you do to correct the fallacies?

E. **TEXTS AND OTHER READINGS (TYPICAL)**


III. **DESIRED LEARNING**

A. **COURSE GOAL**  
   *As a result of satisfactory completion of this course, the student should be prepared to:*
   
   Prepare, deliver, listen to, and effectively analyze persuasive messages in a variety of settings.

B. **STUDENT LEARNING GOALS**
Mastery of the following learning goals will enable the student to achieve the overall course goal.

1. **Required Learning Goals**
   Upon satisfactory completion of this course, the student will be able to:
   
a. Recall classic theories of persuasion including the nature and role of LOGOS, PATHOS & ETHOS.

b. Relate the role of advocacy and persuasion in free society.

c. Identify a basic survey of modern research findings concerning persuasion.

d. Research and prepare oral and written persuasive communications adapted to a variety of receiver situations.

e. Analyze persuasive communications in terms of their logical, emotional and personal persuasive appeals.

f. Analyze epidictic situations and prepare presentations suited to those situations.

g. Examine print, audio and video records of advocacy.

h. Prepare a series of persuasive messages.

i. Prepare one major paper describing and evaluating a persuasive event, performer or campaign.

IV. **METHODS OF ASSESSMENT (TYPICAL)**

A. **FORMATIVE ASSESSMENT**

1. Speaking and writing assignments

B. **SUMMATIVE ASSESSMENT**

1. 9-10 minute policy speech

2. Evaluation of at least one major paper

3. Final examinations emphasizing both concepts and applications of persuasion

4. Rhetorical analysis (10 pages) applying one of the models of persuasion from the textbook to analyze a current persuasive event