



COMM-115: PERSUASION

Effective Term

Fall 2024

BOT Approval Date

11/09/2023

Discipline

COMM - Communication Studies

Course Number

115

Course Title

Persuasion

Short Title

Persuasion

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Lecture Units**

3.00

Total Units

3.00

Hours**Lecture Contact Hours**

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education**Distance Education Type**

Both Fully Online and Hybrid Online

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional

c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times.

ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

C-ID (Admin Only)

C-ID COMM 190

Catalog Description

This course is designed to provide a better understanding of the theory, practice, and strategies of persuasion in a variety of human contexts. Knowledge of the persuasion process and social influence should enable one to make more informed decisions as a sender and receiver of persuasive messages. This course will help students become more effective at influencing others.

Codes

TOP Code (CB 03)

1506.00 - Speech Communication

CIP Code

09.0100 - Communication, General.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Learning Objectives

Learning Objectives

Learning Objective

1. Compare theories and principles of persuasion to various contexts.
2. Assess audiences and adapt ethical persuasive messages through the use of writing and speaking.
3. Construct strong and valid arguments to support assertions.
5. Develop different methods of persuasion through the channels of written papers and oral presentations.
6. Develop critical thinking strategies for understanding and responding to contemporary persuasion.
7. Understand the ethical dimensions of contemporary persuasion as it used in the world today.
8. Define the relationship between language and logic.
9. Analyze and evaluate reasoning in current persuasive discourse based on standards related to various forms of inference.

10. Evaluate and analyze the quality of evidence used to support a claim, including statistical evidence, controlled studies and expert testimony.
11. Evaluate and identify how persuasion is used to influence various audiences through the lens of equity and diversity in the areas of politics, media, religion, and other relevant forums.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. The student will be able to explain compliance gaining, credibility, motivational appeals, and other forms of persuasion.
2. The student will be able to evaluate the use of language, logic, ethics, deception, non-verbal, and esoteric formats.
3. The student will be able to apply theories and principles of persuasion to various contexts..

Program Learning Outcomes

Learning Outcome

1. Construct and responsibly present different types of speeches both individually and group, demonstrating effective communication practices (e.g., active listening, self-presentation).
2. Explore, compare and evaluate the basic communication theories of small group, public, organizational and mass communication, the ways in which technology affects communication, as well as the rhetorical foundations of the field of Communication studies.
3. Locate, read, and critically evaluate research (traditional and electronic), comparing and contrasting research methodologies used in the discipline.
4. Recognize and discuss the ways in which communication, both verbal and nonverbal, affects lives in various social contexts (e.g., intrapersonal, interpersonal, intercultural, group, organizational, mass, and mediated communication among others).

Institutional Learning Outcomes

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.

Civic

Personal

and Professional Responsibility

Content

Course Lecture Content

1. Rationale for studying persuasion.
 - a. Definition of persuasion.
 - b. History of persuasion.
 - c. Classical and contemporary theories of persuasion.
 - d. Ethics Religious perspectives.
 - e. Human Nature perspectives.
 - f. Political perspectives.
 - g. Situational perspectives.
 - h. Legal perspectives.
 - i. Dialogical perspectives.
2. Credibility Definitions and characteristics.
 - a. Source credibility.
 - b. Ethos.
3. Nonverbal aspects
 - a. Artifacts.
 - b. Deception.
 - c. Facial and eye expressions.

- d. Haptics.
- e. Appearance.
- f. Kinesics.
- g. Proxemics.
- h. Chronemics.
- i. Paralanguage.
- j. Tactile communication.
 - i. Language Symbols.
 - ii. Burke's Pentad.
 - iii. Vivid language.
 - iv. Semantics.
 - v. Semiotics
 - vi. Competencies of language.
- 4. Reasoning process
 - a. Inductive and deductive reasoning.
 - b. Toulmin model.
 - c. Fallacious reasoning.
 - d. Analogical reasoning.
 - e. Causal reasoning.
- 5. Audience analysis
 - a. Psychological aspects of audiences.
 - b. Demographics which includes age, gender, race, sexual orientation, and ethnicity.
 - c. Situational analysis.
 - d. Adaptation.
- 6. Use of evidence in persuasion
 - a. Types of evidence.
 - b. Testing evidence.
 - c. Fallacies of evidence.
- 7. Persuasive forums
 - a. Politics.
 - b. Business.
 - c. Law.
 - d. Mass media.
 - e. Religion.
- 8. Compliance gaining Strategies.
 - a. Interpersonal relationships.
 - b. Situational factors.
 - c. Resistance.
- 9. Conformity and influence in groups.
 - a. Variables related to conformity.
 - b. Indoctrination. Identification.
 - c. Deindividuation and social loafing.
- 10. Deception Lying and deception.
 - a. Verbal aspects of deception.
 - b. Nonverbal aspects of deception.
 - c. Detecting deception.
- 11. Visual persuasion Images
 - a. Art
 - b. Advertising
 - c. Photojournalism

Methods of Instruction

Method

Activity

Integration

Extemporaneous and impromptu presentations which allow students to apply various concepts of persuasion. This method will allow students to assess diverse audiences and adapt writing and speeches to the audience in an equitable fashion. A specific concept of persuasion which could be applied in a persuasive speech would be Aristotle's proofs which include ethos, pathos, and logos. Instructions for speaking assignments will follow accessibility requirements.

DE Adaptations for MOI

Students will present research in oral presentations either synchronously or asynchronously delivering project results describing and analyzing persuasive techniques, analyzing and disclosing components of experience, or meeting other course objectives. This can be presented through the CMS, Zoom, or other similar technology. Instructions for online speaking assignments will follow accessibility requirements. The student will receive a grade and feedback from the instructor within two weeks of the assignment's due date within the gradebook using the CMS.

Method

Film/video Viewing and Discussion

Integration

Analysis of films will be provided which depict the use of persuasion in various contexts. How propaganda is portrayed in film is an approach which could be used. This will allow students to critically consider and relate how course objectives relate to areas of persuasion. Instructions for film viewing and discussion will meet accessibility requirements.

DE Adaptations for MOI

Films related to persuasion will be viewed by students through use of the CMS and other software programs. Instructions for online film viewing and discussion will meet accessibility requirements.

Method

Group Projects

Integration

Creating a campaign which applies the use of persuasive methods and propaganda. A combination of speeches, outlines, ads, posters, commercials will be created in order to promote the campaign. Such persuasive theories such as the elaboration likelihood theory or social judgment theory could be integrated into the campaign.

DE Adaptations for MOI

Evaluation of student group projects that demonstrate an application of persuasive methods and propaganda will be accomplished by observing projects posted in CMS and/or collecting written assignments and assessing them in relation to stated course objectives. Written feedback will be returned to the student/group via e-mail or CMS within two weeks of the assignment's due date. Rubrics/clear instructions will be provided.

Method

Lecture

Integration

Use of lecture will be provided through the use of multi-media and other visual materials such as PowerPoint, video, and the white board. As a result of the lecture students will be able to compare principles of persuasion such as inoculation theory or compliance gaining techniques to various contexts. All lectures will meet accessibility requirements.

DE Adaptations for MOI

Online lectures will consist of accessible instructor-prepared materials including captioned lecture videos, text-based lectures, adapted PowerPoint presentations, and links to web pages, delivered through CMS, which deal with aspects of persuasion. All online lectures will meet accessibility requirements.

Method

Online Activity/Discussion

Integration

Students will provide outlines which provide a format of what information is included in the presentations. Outlines will also include a list of sources used within the presentation. Students will be able to develop different methods of persuasion through the channels of written outlines. Instructions for outlines will meet accessibility requirements.

DE Adaptations for MOI

Student outlines for the oral presentations will be submitted via CMS. Rubrics/clear instructions will be provided. Papers will be evaluated through correctness, clarity, completeness, and precision. The student will receive a grade and feedback from the instructor within two weeks of the assignment's due date within the gradebook using the CMS. Instructions for outlines will meet accessibility requirements.

Method

Papers and Reports

Integration

Writing assignments will be provided which allow students to apply course concepts and theories to persuasive contexts. Examples of concepts and theories which could be applied would be the social judgment theory or credibility. This method will provide students with different methods of persuasion through the channels of written papers.

DE Adaptations for MOI

Completed writing assignments may be submitted by uploading the document to the designated assignment area in the CMS. Instructions for writing assignments will meet accessibility requirements. The student will receive a grade and feedback from the instructor within two weeks of the assignment's due date within the gradebook using the CMS.

Methods of Evaluation**Method**

Oral Presentation

Integration

Persuasive speeches and group presentations: Evaluation forms will provide an analysis and evaluation of each speaker. Using evaluation forms students will provide an analysis for each speaker. Evaluations of each speech or presentation will include such areas as organization, delivery, persuasive methods, evidence, arguments, and other relevant areas. These speeches and presentations will be a direct reflection of the course objectives. A grading rubric and the evaluation forms will be used to evaluate and assess the student's performance.

DE Adaptations for MOE

Students will observe and evaluate each speech presented. Criteria will be provided so that the student has guidelines to follow. Speakers will be scheduled to speak during synchronous and/or asynchronous online format. This will/may align with the following objectives: Deliver public messages extemporaneously from a key-phrase outline: using appropriate visual materials, clearly looking at and responding to nonverbal reactions of members across the audience, and selecting clear, vivid, and appropriate language to express intended meaning. The asynchronous presentation will be submitted through the CMS as a video.

Method

Group Projects

Integration

An evaluation is provided on a publicity kit and written report. The group's report should be clearly written and should include literature in the field of persuasion, and a assessment provided by each group member evaluating each member's participation in the assignment. The campaigns will contain information relating back to the course objectives. A grading rubric will be used to assess the final grade.

DE Adaptations for MOE

Students will be divided into groups using the CMS group feature and scheduled to speak during synchronous and/or asynchronous online format. This may be done using accessible video conferencing tools. At least one of these presentations will be delivered in the presence of the instructor and an audience. This will/may align with the following objectives: Deliver public messages extemporaneously from a key-phrase outline: using appropriate visual materials, clearly looking at and responding to nonverbal reactions of members across the audience, and selecting clear, vivid, and appropriate language to express intended meaning. The asynchronous presentation will be submitted through the CMS as a video. A grading rubric will be used to assess the final grade.

Method

Other

Integration

Each student will compile a journal which contains essays relating to course concepts. Students will keep a journal as a means for reflection and applying principles from the course. All journals will relate back to course objectives. A grading rubric will be used to assess each journal.

DE Adaptations for MOE

Evaluation of journals of communication skills will be submitted via CMS. Rubrics/clear instructions will be provided. Journals will be evaluated through correctness, clarity, completeness, and precision. The student will receive a grade and feedback from the instructor within two weeks of the assignment's due date within the gradebook using the CMS.

Method

Quizzes

Integration

Objective exams and quizzes will be used so as to assess knowledge in the areas of theory, concepts, models, and other material related to the course. Example: True or false: "Symbols are the basic carriers of persuasion in today's world?" All quizzes will relate to the information in the course objectives.

DE Adaptations for MOE

Unit quizzes offered through CMS will assess course learning objectives. Quizzes will be timed, open book/note, focusing on course learning objectives. Quizzes may be graded manually by the instructor or through the CMS auto-grading system. The instructor will provide correct responses, comments, and grades within two weeks of the due date of these quizzes within the gradebook using the CMS.

Method

Group Projects

Integration

Collaborative assignments will allow group members to understand and evaluate concepts discussed. Oral reports will be provided by particular group members so as to provide a summary of group findings. Example: "Within a group describe the tactics of intensification, and explain how they work. Evaluate and provide examples of their use on television, in print, on radio, by politicians, and by advertisers." All group discussions will relate back to the course objectives. A grading rubric will be used to assess the group's performance and how well each group adhered to the objectives on the assignment. Instructions for group projects will meet accessibility requirements. The instructor will provide comments and grades within one week of the due date of the group projects.

DE Adaptations for MOE

Evaluation of student group projects will be accomplished by observing projects posted in the CMS and assessing them in relation to stated course objectives. Written feedback will be returned to the student/group via the CMS within two weeks of the assignment's due date. Rubrics/clear instructions will be provided. A grading rubric will be used to assess the group's performance and how well each group adhered to the objectives on the assignment. Instructions to online group projects will meet accessibility requirements. The instructor will provide comments and grades within one week of the due date of the oral presentation.

Method

Other

Integration

Students will provide an evaluation of persuasive techniques and tactics which are used in a presentation. These evaluations will coincide with the course objectives. The instructor will provide comments and grades within one week of the due date of the written evaluations.

DE Adaptations for MOE

Quizzes will be timed, open book/note, focusing on course learning objectives. Quizzes may be graded through the CMS auto-grading system. The instructor will provide comments and grades within one week of the due date of the written evaluations.

Method

Oral Presentation

Integration

Individual or group presentations of content related to course concepts will be delivered to a diverse audience. For example, students can present a topic which requires them to implement persuasive techniques through the lens of equity and diversity. Rubrics/ clear instructions will be provided. The instructor will provide comments and grades within one week of the due date of the oral presentation. The instructor will provide comments and grades within one week of the due date of the oral presentation.

DE Adaptations for MOE

Students will research topics to prepare for extemporaneous presentation on topics related to course objectives. Presentations will be delivered through the CMS, Zoom, or other similar technology. The instructor will provide comments and grades within one week of the due date of the oral presentation.

Assignments**Assignment Type**

Other

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

Persuasive speech: Prepare a 5-7 minute speech which attempts to alter or reinforce attitudes, values, and beliefs of members of an audience. The speech should make use of a variety of persuasive techniques and methodology. The speech can be organized by using Monroe's motivated sequence, problem-solution, problem-cause-solution, or causal organization. Each argument within the speech should be supported with evidence and reasoning. Use of visual aids can be used as a means to persuade the listeners. A typed preparation outline should be submitted by each speaker. The outline needs to be carefully formatted and should have a copy of a bibliography attached. Each speech will be evaluated by the instructor and peers as a means to provide constructive feedback. Each speech should also contain good use of delivery techniques. The instructor will provide comments and grades within one week of the due date of the speech.

Persuasive campaign: Each group will work up persuasive ads in the form of a publicity kit for an agency. The kit will include a design for a poster, camera-ready copy of an ad for a newspaper, a press release, a radio script (tape optional), and any material the group may choose to produce. In addition to the kit each group should include a written report which will contain sections on project planning, resource planning, and assessment of the ad. Project planning should include a detailed analysis of the audience which should involve an analysis of the target audience, situation, and strategies employed. Resource planning focuses on personnel, material, and communication resources required for your ad campaign. In addition each group member will provide an assessment of people present, people absent, and the main accomplishments of each of the meetings of the group.

Application paper. Identify a concept in persuasion in which you can discuss and apply to the real world. The paper will be graded on both content (use of concepts from the text, class material, and other research) and then applying concepts to examples in everyday life. This paper should be 4-5 pages in length, uses APA or MLA standards for references in the paper, and meet the usual standards for spelling, organization and style. **Compliance gaining paper.** The context of this paper is to provide a context-based analysis of compliance gaining. The paper should contain a specific context or setting in which compliance gaining occurs and examine the range of strategies and tactics used both by those seeking to influence and those seeking to resist influence attempts. The task of this paper is to identify the primary strategies, tactics, and forms of influence that characterize or typify compliance gaining in the particular context. The paper should demonstrate an understanding of the literature in the particular context. Finally, the content of the paper should provide a reflection of an understanding of theories, concepts, and processes central to the context chosen. The paper should be 5-7 pages in length and should contain references using APA or MLA standards. Standards of the paper such as organization and format should be consistent with APA or MLA guidelines.

Persuasion interview paper. This outside of class assignment requires that a student examines the use of persuasion in a person's job and use their knowledge of persuasion theory in that examination. An interview will be conducted with someone in order to discover how he/she uses elements of persuasion in the work place. Create interview questions which will capture how they use persuasion at work and then apply these to persuasion theory and concepts in an essay. The paper should have six parts: 1) Introduction; 2) Background description of interviewee; 3) Interviewee's use of persuasion; 4) Analysis of persuasive strategies and tactics used the interviewee; 5) Conclusion; 6) Attach a copy of your interview questions and the completed participation form in the appendix. The paper will be graded on quality of writing, interview, and the analysis which was provided.

How assignment will be adapted in online format

Persuasive speeches will be presented through the CMS, Zoom, or other similar technology. The instructor will provide comments and grades within one week of the due date of the speech.

Assignment Type

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Movie analysis: Watch the movie "Swing Kids" outside of class and provide a thorough analysis of the movie by answering the following questions: 1) How is Cognitive Dissonance Theory illustrated by Arvid, Peter, and Thomas? 2) How is Social Judgment Theory illustrated by Arvid, Peter, and Thomas? 3) How is Elaboration Likelihood Theory illustrated by Arvid, Peter, and Thomas? The instructor will provide comments and grades within one week of the due date of the student papers.

How assignment will be adapted in online format

Students papers will be collected through use of the CMS. Rubrics/clear instructions will be provided. The instructor will provide comments and grades within one week of the due date of the student papers.

Assignment Type

Reading

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Read the article "The Science of Persuasion" by Robert Cialdini (2001) in which he discusses six techniques on how people are persuaded. The student will provide a short synopsis of what the author discusses and how the persuasive techniques can be used in society.

How assignment will be adapted in online format

The article will be readily available in digital format in the CMS.

Course Materials**Textbooks**

1. John S. Seiter and Robert H. Gass (2022). Persuasion: Social Influence, and Compliance Gaining. Routledge. ISBN: 9780367528485
2. JONES, J., 2022. PERSUASION IN SOCIETY. [S.I.]: ROUTLEDGE.
- Ann Bainbridge Frymier and Marjorie Nadler (2021).
3. Persuasion: Integrating Theory, Research, and Practice. Kendall-Hunt. ISBN: 9781792446191
4. Daniel J. O'Keefe (2017). Persuasion theory and research Sage. ISBN: 9781452276670

Other Resources

Cialdini, R. (2017). The Science of Persuasion. Scientific American. https://www.academia.edu/30721147/The_Science_of_Persuasion

Class Size Information**Class Size**

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion**Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.**

This course has been designed to provide insight into uses of persuasion in various cultures, race, ethnicity and sexual orientation. Course content lectures, textbook, and assignments include attention to these groups. The course revision includes content that has explicit language detailing more diversity and inclusion in course materials and in the lenses used to analyze texts, specifically as it pertains to race, gender identity, sexual orientation, and cultural differences. Specific language in the course, as well as consideration of power and privilege, have been included. For example, diversity and inclusion are infused in the course learning objectives such as, "Analyze aspects of persuasion through the lens of equity and diversity." Students will survey, discuss, and respond to the impact of persuasion within contexts of family, workplace, schools, etc. Students will investigate real-world applications through the lens of equity and diversity with persuasion. Diversity and inclusion are infused in the methods of instruction through class activities that provide a platform for engaging students in developing a deeper understanding of topics and collaboration while centering student voices. Diversity and inclusion are infused in the methods of evaluation through research papers assessing students' understanding of persuasion theories and concepts, such as how elements of persuasion are used in cultures.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

To support diverse learners, the use of accessible and ADA compliant materials such as assigned readings (textbooks, articles, primary sources, etc), written lecture materials or transcripts of lectures, illustrative images, charts and graphs, video or audio lectures, narrated PowerPoint presentations, embedded or linked multimedia content (such as films, YouTube videos, podcasts, etc), and student-created or curated content. In addition, there is more emphasis on the role that identity plays in how texts and ideas are created and received. This will encourage students to engage as individuals and value students as whole people in the learning process. Assignments show a variety of approaches to a variety of texts, including written texts and film, while scaffolding approaches to help them understand the critical reading and thinking process. The course objectives, such as "Evaluate and identify how persuasion is used to influence various audiences through the lens of equity and diversity in the areas of politics, media, religion, and other relevant forums." and methods of instruction, methods of evaluation, and assignments allow students to interact with their instructor and each other to build critical thinking skills both in-class or out of class. For example, student-to-student interaction, and student-to-instructor interaction is contextualized for diverse learners promoting equity through activities, discussion boards, and breakout rooms in video conferencing applications or in-class practice to apply skills. Students receive feedback from the instructor both informally in the discussion, informally in drafting, and formally through summative assessments in the designated area in the CMS. Assignments, lectures, evaluations and other course content include a variety of learning approaches for those with different learning styles. Visual, aural, writing and experiential learning techniques are included in teaching this course.

Interactions

Explain how the course will incorporate student-to-student interaction.

The instructor will provide a variety of media for learning through the theoretical lens. Students will reference accessible and ADA compliant materials such as assigned readings (textbooks, articles, primary sources, etc), written lecture materials or transcripts of lectures, illustrative images, charts and graphs, video or audio lectures, narrated PowerPoint presentations, embedded or linked multimedia content (such as films, YouTube videos, podcasts, etc.), and student-created or curated content. Students will work with other students to annotate and perform close readings of primary and secondary sources to develop critical thinking skills, as that is the focus of the class. Additionally, students will work with their peers in various exercises to help them comprehend the materials, including activities identifying student confusion, and activities that connect to the course learning objectives. For example, "Evaluate and identify how persuasion is used to influence various audiences through the lens of equity and diversity in the areas of politics, media, religion, and other relevant forums." Groups, dyads, discussions, and course assignments will be designed so that students can interact with their peers.

Explain how the course will incorporate instructor-to-student interaction.

Using the course CMS discussion forums, breakout rooms in video-conferencing software, and/or in-class, the instructor will participate in class discussions asking students to apply a rhetorical analysis and/or theoretical lenses, clarify concepts, pose questions, and/or encourage students to make connections between course concepts and larger societal concerns, such as, analyzing how persuasion and propaganda in society today and examining texts through an intersectional lens. Discussions, activities, such as role play workshops, compliance gaining strategies, and experiential learning activities will help students examine texts through an intersectional lens. The instructor will offer lectures on course concepts, critical approaches, variant interpretations, gender contexts, and deconstructing gender prescriptions. The instructor will respond to students directly through class discussions, lectures, assignments, and assessments.

Explain how the course will incorporate student-to-content interaction.

To learn critical thinking concepts and explore theoretical lenses, the instructor will provide a variety of media for learning. Students will reference accessible and ADA compliant materials such as assigned readings (textbooks, articles, primary sources, etc), written lecture materials or transcripts of lectures, illustrative images, charts and graphs, video or audio lectures, narrated PowerPoint presentations, embedded or linked multimedia content (such as films, YouTube videos, podcasts, etc), and student created or curated content. The instructor will primarily focus on encouraging students to annotate and perform close readings of primary and secondary sources to develop critical thinking skills, as that is the focus of the class. The instructor will lead students in various exercises to help students comprehend the materials, including activities identifying student confusion, activities on annotations, etc. Various assignments will be used in the course so that students can provide their responses to course concepts.

Explain how the course will incorporate student-to-self interaction (metacognitive).

The course emphasizes thinking flexibly, considering variant interpretations, and learning how to navigate ambiguity by engaging in discussions, activities, assessments, and writing activities that stem from diverse and multicultural perspectives of literature on persuasion. Through discussions and assignments, we ask students to pose questions about literature as well as how they approach their assignments and analysis. We ask them to reflect on where they're struggling and succeeding with analysis and interpretation, and we ask students to assess what kind of peer and instructor feedback to apply in the essay writing, research, and reflection. Through readings, lectures, activities, and discussions, we encourage students to explore connections between persuasion and societal concerns to demonstrate how media can be a vehicle for analyzing the contemporary socio-historical context. We also emphasize that the analytical and critical thinking skills they hone by analyzing literature in context have broad applications beyond the classroom.

Key: 968