



COURSE OUTLINE

Course Number CMN-201	Course Title Persuasion and Propaganda	Credits 3
Hours: 3/0	Co- or Pre-requisite CMN-111 or CMN-112	Spring 2017

Catalog description:

Inquiry into the forces of persuasion and propaganda as they exist in a technological society and how they influence beliefs, attitudes and actions.

Required texts/other materials:

Persuasion: Social Influence and Compliance Gaining
Robert H. Gass, John S. Seiter, 5th edition

Revision date:
Spring 2017

Course coordinator: Professor Alvyn Haywood
Office: 609.570.3362
Email: haywooda@mccc.edu

Information resources:

In-class practice of the principles and concepts of persuasion will occur through simulations, short written exercises creating persuasive messages, and analyses of everyday persuasion scenarios. The conceptual cornerstone will be class discussion and presentation of what is known in research about persuasion. Two types of discussion take place in CMN 201. Students participate both as facilitator and as discussant. Videos, affinity group sessions and debriefing also go on in the class.

Course Competencies/Goals:

The student will be able to:

- Analyze the component processes of source, receiver, message and channel that create effective persuasion.
- Cultivate the key elements that create source credibility in persuasion.
- Develop communication strategies that maximize effective written persuasion.
- Communicate with a range of logical and emotional appeals to enhance compliance-gaining.
- Demonstrate an understanding of the use of images, as well as, vocabulary words and their definitions, with contextual reference points from television commercials, the internet and films.

Course-specific General Education Knowledge Goals and Core Skills.

General Education Knowledge Goals

Goal 1. Communication. Students will communicate effectively in both speech and writing.

Goal 4. Technology. Or information Literacy ; Students will use computer systems and other appropriate forms of technology to achieve educational and personal goals.

Goal 6. Humanities 6.1. Students will interact with texts, performance and visual media, demonstrating an awareness of significant themes and their contexts. They will analyze these themes and contexts, articulating their connections, meanings and values to self, society and others..

Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.

Goal 9. Ethical Reasoning and Action. Students will understand ethical issues and situations.

MCCC Core Skills

Goal A. Written and Oral Communication in English. Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

Goal B. Critical Thinking and Problem-solving. Students will use critical thinking and problem solving skills in analyzing information.

Goal C. Ethical Decision-Making. Students will recognize, analyze and assess ethical issues and situations.

Goal D. Information Literacy. Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Goal E. Computer Literacy. Students will use computers to access, analyze or present information, solve problems, and communicate with others.

Goal F. Collaboration and Cooperation. Students will develop the interpersonal skills required for effective performance in group situations.

Goal G. Intra-Cultural and Inter-Cultural Responsibility. Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

Units of study in detail.

Unit I **Why? Why Study Persuasion?**

Learning Objectives

The student will be able to...

- Listen, understand, and respond orally to what they have read, heard and seen.
- Logically, informatively, and creatively respond to what they have read.
- Analyze how the differences in people’s experiences and backgrounds are important in understanding and appreciating the differences in attitudes and discriminatory actions.

Unit II **Who? 57 Channels and Something’s On.**

Learning Objectives

The student will be able to...

- Use theories, concepts processes central to various compliance gaining contexts.
- Identify the primary strategies, tactics and forms of influence that characterize compliance gaining.
- Demonstrate knowledge of the literature.

Unit III **How? If It’s Magic...**

Learning Objectives

The student will be able to...

- Develop a plan of action for writing on a topic of persuasion.
- Identify one of the chief criticisms leveled against the study of persuasion.
- Identify what s/he believes to be a modern day example of propaganda, and explain how it satisfies the characteristics normally associated with propaganda.

Unit IV **What? Truth or Consequence?**

Learning Objectives

The student will be able to....

- Recognize and explain the ethical issues surrounding any choices to persuade.
- Value and demonstrate the fact that every persuasive effort is fraught with ethical implications.

(Continue for as many units as appropriate. See the attached sample.)

Evaluation of student learning:

Paper 1	15 points
Paper 2	25 points
Group Project	20 points
Participation	10 points
Exam-1	10 points
Mid-Term	10 points
Final Exam	10 points
Total Points	100 points

Academic Integrity Statement:

All acts of academic dishonesty (including, but not limited to, plagiarism, cheating, fabrication, facilitation of acts of dishonesty by others, unauthorized possession of exam questions, or tampering with the academic work of other students) are serious offences

All work (whether oral or written) submitted for purposes of assessment must be the student's own work. Penalties for violation of the policy range from zero marks for the component assessment to expulsion from the course, depending on the nature of the offence.

When in doubt, students should consult with the course instructor. Details on the college's Academic Integrity Policy may be accessed at <http://mlink.mccc.edu/OMB210.pdf>