

COM3107: FUNDAMENTALS OF PERSUASIVE COMMUNICATION

Effective Term

Semester A 2024/25

Part I Course Overview

Course Title

Fundamentals of Persuasive Communication

Subject Code

COM - Media and Communication

Course Number

3107

Academic Unit

Media and Communication (COM)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

EN3568 Fundamentals of Persuasive Communication

Exclusive Courses

Nil

Part II Course Details

Abstract

This course aims to:

1. Learn the dominant principles and perspectives on persuasion.
2. Explain the key concepts, theories, and research in the area of persuasive communication.
3. Analyze persuasive messages that occur in both interpersonal and mass mediated contexts.
4. Develop a set of skills in moving from theoretical persuasion analysis to the practical production of persuasive messages in a variety of professional contexts such as public relations, advertising, and health-political campaigns across a range of media.

Course Intended Learning Outcomes (CILOs)

CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Students will describe and discuss topics and fundamental processes underlying persuasive communication.	x	x	
2	Students will explain major concepts and theories in the field of persuasive communication.	x	x	
3	Students will critically analyze persuasive messages in various interpersonal and mediated contexts by using theories and research relating to social influence.	x	x	x
4	Students will design persuasive messages in a professional communication setting, based on theoretical knowledge about persuasion.	x	x	x

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Learning and Teaching Activities (LTAs)

LTAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Lectures	Students will participate in the lecture to gain key concepts and theories of persuasive communication.	1, 2, 3, 4
2	Readings	Students will reflect the assigned readings to enhance the understanding of lecture content.	1, 2, 3, 4

3	In-class discussions	Students will engage in group discussions during tutorial on specific topics and/or case studies in the classroom.	1, 2, 3, 4	
4	Exercises/Quiz	Student will take in-class exercises and/or quizzes. Students will identify major concepts/theories and critically analyze a persuasive message by applying a theory of persuasion.	1, 2, 3	
5	Group assignment	Students will engage in a group project to design a persuasive communication message. Students will apply knowledge about persuasive communication and practice a variety of skills to design the message.	2, 3, 4	

Assessment Tasks / Activities (ATs)

ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)	
1	Participation in-class discussion: Students will actively participate in the in-class discussion through providing examples, synthesizing, analyzing, appraising and reflecting on the given persuasive messages.	1, 2	20	
2	Exercises/Quizzes: Students will identify key concepts or theories and apply them to a real-world example in the exercises or quizzes.	1, 2	30	
3	In-class activity/Case studies: Students will analyze and discuss a real-world example, based on theories and research in persuasion.	2, 3	25	
4	Group assignment: Students will design a persuasive message in a professional manner.	3, 4	25	

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)

Assessment Task

In-class Participation

Criterion

Attend the lecture and participate in class discussion actively

Excellent (A+, A, A-)

Students attend all lectures and take part in class discussion frequently

Good (B+, B, B-)

Students attend all lectures and take part in class discussion oftentimes

Fair (C+, C, C-)

Students attend most lectures and take part in class discussion occasionally

Marginal (D)

Students miss several lectures without justification and/or little talk part in class discussion

Failure (F)

Students miss one third of the lectures without justification

Assessment Task

Quiz

Criterion

Capacity to demonstrate knowledge of theoretical models of persuasive communication and ability to apply them to address real-life examples

Excellent (A+, A, A-)

High (full understanding of theories and research in persuasive communication)

Good (B+, B, B-)

Significant (good understanding of theories and research in persuasive communication)

Fair (C+, C, C-)

Moderate (basic understanding of theories and research in persuasive communication)

Marginal (D)

Basic (minimal understanding of theories and research in persuasive communication)

Failure (F)

Failing to reach marginal levels

Assessment Task

Class activity

Criterion

Ability to analyze and interpret a persuasive communication message based on theories and research in persuasion

Excellent (A+, A, A-)

High (present through analysis quantitatively and fully understanding on the theories and research findings)

Good (B+, B, B-)

Significant (present careful analysis quantitatively and clear understanding on the theories and research findings)

Fair (C+, C, C-)

Moderate (present analysis quantitatively and basic understanding on the theories and research findings)

Marginal (D)

Basic (present minimal understanding on the theories and research findings)

Failure (F)

Failing to reach marginal levels

Assessment Task

Group project and presentation

Criterion

Capacity to design a persuasive communication campaign to address a real-world question with knowledge in persuasion theories and research

Excellent (A+, A, A-)

High (demonstrate high ability in all phases of the project)

Good (B+, B, B-)

Significant (present reasonable capacity in major phases of the project)

Fair (C+, C, C-)

Moderate (present reasonable capacity in some phases of the project)

Marginal (D)

Basic (present basic capacity of some phases of the project)

Failure (F)

Failing to reach marginal levels

Part III Other Information

Keyword Syllabus

Persuasion, attitude change, cognitive processing, compliance gaining, promotional communication, persuasion model, public communication, consumer behavior, public relations, advertising, sales promotion, integrated marketing communications

Reading List

Compulsory Readings

Title	
1	Perloff, R. M. (2017). <i>The dynamics of persuasion: Communication and attitudes in the 21st Century</i> (6th ed.). Routledge.
2	Cialdini, R. B. (2021). <i>Influence: The psychology of persuasion</i> . Harper Business.

Additional Readings

Title	
1	Dillard, J. P., & Pfau, M. W. (2002). <i>The persuasion handbook: Developments in theory and practice</i> . Sage.
2	Stiff, J. B., & Mongeau, P. A. (2002). <i>Persuasive Communication</i> (2nd ed.). Guilford Press.
3	Larson, C. U. (2007). <i>Persuasion: Reception and Responsibility</i> (12th Ed.). Belmont, CA: Wadsworth Learning.
4	Borchers, T. (2013). <i>Persuasion in the media age</i> (3rd ed.). Waveland Press.
5	Smith, P. R., & Zook, Z. (2024). <i>Marketing communications: Integrating online and offline, customer engagement and digital technologies</i> (8th ed.). Kogan Page.