

**City University of Hong Kong
Course Syllabus**

**offered by Department of Media and Communication
with effect from Semester A 2017/18**

Part I Course Overview

Course Title: Fundamentals of Persuasive Communication

Course Code: COM3107

Course Duration: One semester

Credit Units: 3

Level: B3

Arts and Humanities

Proposed Area: Study of Societies, Social and Business Organisations

(for GE courses only)

Science and Technology

Medium of Instruction: English

Medium of Assessment: English

Prerequisites: None
(Course Code and Title)

Precursors: None
(Course Code and Title)

Equivalent Courses: EN3568 Fundamentals of Persuasive Communication
(Course Code and Title)

Exclusive Courses: None
(Course Code and Title)

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course aims to:

1. Introduce of the dominant principles and perspectives on persuasion.
2. Examine of 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. Equip students with 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 political campaign across a range of media.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs [#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Detect and discuss topics and fundamental processes underlying persuasive communication.		✓	✓	
2.	Examine major concepts and theories in the field of persuasion and persuasive communication		✓	✓	
3.	Critically analyze persuasive messages in various interpersonal and mediated contexts by using theories and research relating to social influence.		✓	✓	✓
4.	Apply theoretical knowledge about persuasion to the practical production of persuasive messages in a variety of professional communication settings.		✓	✓	✓

* If weighting is assigned to CILOs, they should add up to 100%.

100%

[#] Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

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 self-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.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.				Hours/week (if applicable)
		1	2	3	4	
Lectures	Students are required to attend lecture regularly and on time every week	✓	✓	✓	✓	N/A
Readings	Students are expected to complete all assigned readings each week before attending the lecture.	✓	✓	✓	✓	N/A
In-class discussions	Students are asked to engage in group discussions during tutorial on specific topics and/or case studies assigned by the instructor.	✓	✓	✓	✓	
Exercises/exams	Each student is required to do class exercises or to attend exams. The exercises or exams require students to (1) identify major concepts and (2) critically analyze a persuasive message by applying a theory of persuasion.	✓	✓	✓		
Group assignment	Students are required to complete a group project in which they would apply theoretical knowledge gained from this class to a real-world persuasive communication scenario. Specifically, each student group is required to design a public campaign to enhance awareness of an assigned public health issue, and critically analyze and support their campaign strategy and message according to theories and research relating to persuasion.		✓	✓	✓	N/A

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.				Weighting*	Remarks
	1	2	3	4		
Continuous Assessment: <u> 100 </u> %						
Participation in class discussion: Students' active participation in class discussion through providing examples, synthesizing, analyzing, appraising and reflecting on the given persuasive messages would facilitate their learning. Exercises/exams: Short or long questions will be set in the exercises/exams to test students' knowledge and understanding of the subject.	✓				20%	
Exercises/exams: Students will be asked to define key concepts or theories in the exercises/exams. Group assignment: Students will be asked to present the key concepts or theories that they use in their group assignments.		✓			30%	
Students will be given real-life persuasive messages in the class discussion/exercises/exams to analyze.			✓		30%	
Participation in class discussion: Students will be asked to brainstorm how an existing persuasive message can be improved with the class knowledge learned. Group assignment: Students will need to design persuasive messages based on the theories learned in class.				✓	20%	
Examination: <u> </u> % (duration: <u> </u> , if applicable)						

* The weightings should add up to 100%.

100%

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
Class Presentation	Ability to work collaboratively on an assigned topic relevant to persuasive communication in the contemporary society	High	Significant	Moderate	Basic	Not even reaching marginal levels
Quizzes	Capacity to demonstrate knowledge of theoretical models of persuasive communication and ability to apply these to analyse real-life examples	High	Significant	Moderate	Basic	Not even reaching marginal levels
Class discussions and participation	Explain principles of persuasive communications and analyse contemporary issues relevant to persuasive communication	High	Significant	Moderate	Basic	Not even reaching marginal levels
Online persuasion project	Ability to explain in detail and with accuracy methods of inquiry useful in analysing relationship between persuader and persuade. Capacity to apply knowledge and gain insights into a specific persuasive communication challenges via planning of an online persuasive communication campaign.	High	Significant	Moderate	Basic	Not even reaching marginal levels

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Persuasion theories, cognitive processing, compliance gaining, promotional communication, communication theory, public communication, consumer behaviour, public relations, rhetoric, advertising, sales promotion, integrated marketing communications, promotional campaigns

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Perloff, R. (2014). <i>The Dynamics of Persuasion: Communication and Attitudes in the 21st Century</i> . Mahwah, NJ/London: Lawrence Erlbaum Associates.
2.	Larson, C. U. (2007). <i>Persuasion: Reception and Responsibility</i> (12th Ed.). Belmont, CA: Wadsworth Learning.
3.	Borchers, T. (2005). <i>Persuasion in the media age</i> . McGraw Hill Higher Education

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Eagly, A. H. & Chaiken, S. (1993). <i>The psychology of attitudes</i> . Fort Worth, TX: Harcourt, Brace, Jovanovich.
2.	Stiff, J. B. & Mongeau, P. A. (2002). <i>Persuasive Communication</i> (2nd ed.). New York, NY: Guilford Press. Leiss, W., Kline, S., Jhally, S., & Botterill, J. (2005). <i>Social communication in advertising: Consumption in the mediated marketplace</i> . NY: Routledge.
3.	Alperstein, N. M. (2003). <i>Advertising in everyday life</i> . Hampton Press.
4.	Buijzen, M., & Valkenburg, P. M. (2003). The effects of television advertising on materialism, parent-child conflict, and unhappiness: A review of research. <i>Journal of Applied Developmental Psychology</i> , 24(4), 437-457.
5.	Wartella, E., & Jennings, N. (2002). Hazards and possibilities of commercial TV in the schools. In D. G. Singer, & J. L. Singer (Eds.), <i>Handbook of children and the media</i> (pp. 557-570). Thousand Oaks, CA: Sage.
6.	Valentino, N. A., Hutchings, V. L., & Williams, D. (2004). The impact of political advertising on knowledge, Internet information seeking, and candidate preference. <i>Journal of Communication</i> , 54(2), 337-354.
7.	Frith, K. T., & Mueller, B. (2002). Advertising and gender representation. In, <i>Advertising and societies: Global issues</i> . New York: Peter Lang, Inc.
8.	Berger, A. A. (2004). Sexuality and advertising. In, <i>Ads, fads, and consumer culture</i> (pp. 73-86). Rowman & Littlefield Inc.
9.	Strasburger, V. C., & Wilson, B. J. (2002). <i>Children, adolescents, & the media</i> . Thousand Oaks, CA: Sage.
10.	Gunter, B., Oates, C., & Blades, M. (2004). <i>Advertising to children on TV: Content, impact, and regulation</i> . Mahwah, NJ: Erlbaum
11.	Martin, M. C., Gentry, J. W., & Hill, R. P. (1999). The beauty myth and the persuasiveness of advertising: A look at adolescent girls and boys. In M. C. Macklin, & L. Carlson (Eds.), <i>Advertising to children: Concepts and controversies</i> (pp. 165-187). Thousand Oaks, CA: Sage.
12.	Martin, M. C., Gentry, J. W., & Hill, R. P. (1999). The beauty myth and the persuasiveness of advertising: A look at adolescent girls and boys. In M. C. Macklin, & L. Carlson (Eds.), <i>Advertising to children: Concepts and controversies</i> (pp. 165-187). Thousand Oaks, CA: Sage.
13.	Lowrey, T. M., Shrum, L. J., & McCarty, J. A. (2005). The future of television advertising. In A. J. Kimmel (Ed.), <i>Marketing communication: New approaches, technologies, and styles</i> (pp. 113-132). Oxford University Press.