

GE2248: PERSUASION IN EVERYDAY LIFE

Effective Term

Semester A 2025/26

Part I Course Overview

Course Title

Persuasion in Everyday Life

Subject Code

GE - Gateway Education

Course Number

2248

Academic Unit

Marketing (MKT)

College/School

College of Business (CB)

Course Duration

One Semester

Credit Units

3

Level

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

GE Area (Primary)

Area 2 - Study of Societies, Social and Business Organisations

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Generally none

Exclusive Courses

Nil

Part II Course Details

Abstract

Persuasion and influence are important competencies to accomplish personal goals in all walks of life, and are commonly encountered in everyday life, especially in school, job or even in family in role of persuader and being persuaded. The ability to exert personal influence to change the thoughts and behaviour of peers and other people and to defend oneself against theirs is indispensable to lead a fruitful life. In this complicated world, the effectiveness and conscience of persuasion are of equal importance. This course aims to provide fundamental knowledge and skills in effective and ethical persuasion. The course will unfold psychological, behavioural and ethical essentials of persuasion. Conceptual frameworks and practical tools will be visualized by good and bad examples that caused societally, culturally, politically and technologically impact around the world.

Course Intended Learning Outcomes (CILOs)

| CILOs | | Weighting (if app.) | DEC-A1 | DEC-A2 | DEC-A3 |
|-------|--|---------------------|--------|--------|--------|
| 1 | Demonstrate ethical and responsible practices of persuasion | 25 | x | | |
| 2 | Examine qualities and behaviours of effective and ethical persuasion | 20 | | x | |
| 3 | Distinguish good and bad; ethical and unethical persuasion to influence peers and other people | 20 | x | x | |
| 4 | Develop plans to apply effective persuasion in everyday life | 25 | | x | x |
| 5 | Work effectively in a team and demonstrate high-quality teamwork skills | 10 | | 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 | Seminar | Students will learn comprehensive persuasion knowledge and skills in a structural way. | 1, 2, 3, 4 |
| 2 | Case Readings | Students will read different persuasion cases and explore the learning insights of each case. | 1, 2, 3, 4 |

| | | | | |
|---|-----------------|---|------------|--|
| 3 | Peer Discussion | Students will engage in structural discussion to identify the success elements or the failure reasons of different real-life persuasion situation, and also develop effective persuasion strategy | 1, 2, 3, 5 | |
|---|-----------------|---|------------|--|

Assessment Tasks / Activities (ATs)

| | ATs | CILO No. | Weighting (%) | Remarks ("- " for nil entry) | Allow Use of GenAI? |
|---|---|---------------|---------------|---|---------------------|
| 1 | In-class Activities Participate in in-class activities such as case studies, discussions, and exercises designed to facilitate students' understanding of knowledge taught in class. Work along with the lecturer and peers. | 1, 2, 3, 5 | 25 | If the Turnitin score and/or AI score in the Turnitin system exceeds 25%, the work will not be assessed, and zero marks will be awarded. Please note that only the AI checking in Turnitin will be considered as the official assessment, and other sources will not be taken into account. | Yes |
| 2 | Group Projects Work in groups to write an article on a selected persuasion topic in everyday life, and deliver the presentations to effectively convince the audience on the selected persuasion topic. | 1, 2, 3, 4, 5 | 35 | If the Turnitin score and/or AI score in the Turnitin system exceeds 25%, the work will not be assessed, and zero marks will be awarded. Please note that only the AI checking in Turnitin will be considered as the official assessment, and other sources will not be taken into account. | Yes |

Continuous Assessment (%)

60

Examination (%)

40

Examination Duration (Hours)

2

Assessment Rubrics (AR)

Assessment Task

In-class Activities

Criterion

1. Ability to apply the persuasion knowledge learned during class
2. Communication skills
3. Participations

Excellent (A+, A, A-)

1. Demonstrate excellent understanding and ability to apply persuasion knowledge learned during class.
2. Present and communicate persuasion ideas excellently in oral and/or written format.
3. Participate proactively in class discussions by offering many innovative ideas and asking high-quality questions related to the practice of persuasion strategy in everyday life context.

Good (B+, B, B-)

1. Demonstrate good understanding and ability to apply persuasion knowledge learned during class.
2. Frequently present and communicate persuasion ideas acceptably in oral and/or written format.
3. Participate actively in class discussions by offering some innovative ideas and asking normal questions related to the practice of persuasion strategy in everyday life context.

Fair (C+, C, C-)

1. Demonstrate fair understanding and ability to apply the persuasion knowledge learned during class.
2. Occasionally present and communicate persuasion ideas in oral and/or written format.
3. Participate occasionally when urged in class discussion by offering limited innovative ideas and asking limited questions related to the practice of persuasion strategy in everyday life context.

Marginal (D)

1. Demonstrate poor understanding and ability to apply persuasion knowledge learned during class.
2. Seldom present and communicate marketing ideas in oral and/or written format.
3. Participate reactively in class discussions by seldom offering innovative ideas and seldom asking questions related to the practice of persuasion strategy in everyday life context.

Failure (F)

- 1, 2 & 3. Do not reach marginal levels

Assessment Task

Group Projects

Criterion

1. Ability to apply effective and ethical persuasion in a selected topic and develop a persuasive speech in both written and oral formats
2. Ability to work effectively in a team while influencing others to achieve results.

Excellent (A+, A, A-)

1. Demonstrate excellent ability to apply effective and ethical persuasion to influence the target audiences in a chosen topic. Specifically, evaluate the persuasion situation, analyze the target audience, and integrate persuasion knowledge into the persuasion content.
2. Present and communicate persuasion knowledge excellently with team members.

Good (B+, B, B-)

1. Demonstrate good ability to apply effective and ethical persuasion to influence the target audiences on a chosen topic. Specifically, evaluate the persuasion situation, analyze the target audience, and integrate persuasion knowledge into the persuasion content.
2. Present and communicate persuasion knowledge acceptably with team members

Fair (C+, C, C-)

1. Demonstrate a fair ability to apply effective and ethical persuasion to influence the target audiences on a chosen topic. Specifically, evaluate the persuasion situation, analyze the target audience, and integrate persuasion knowledge into the persuasion content.
2. Present and communicate persuasion knowledge limitedly with team members.

Marginal (D)

1. Demonstrate poor ability to apply effective and ethical persuasion to influence the target audiences on a chosen topic. Specifically, evaluate the persuasion situation, analyze the target audience, and integrate persuasion knowledge into the persuasion content.
2. Follow ideas and rarely present and communicate persuasion knowledge with team members.

Failure (F)

1 & 2. Do not reach marginal levels

Assessment Task

Group Presentation Report

Criterion

1. Ability to develop a persuasive speech in a verbal format to apply effective and ethical persuasion in personal life.
2. Ability to work effectively in a team while influencing others to achieve results.

Excellent (A+, A, A-)

1. Demonstrate excellent ability to apply effective and ethical persuasion to influence the target audiences on a chosen topic in an oral format. Show excellent presentation skills and question & answer skills.
2. Able to always present and communicate knowledge of persuasion excellently with team members.

Good (B+, B, B-)

1. Demonstrate a good ability to apply effective and ethical persuasion to influence the target audiences on a chosen topic in an oral format. Show good presentation skills and question & answer skills.

2. Able to often present and communicate knowledge of persuasion acceptably with team members.

Fair (C+, C, C-)

1. Demonstrate a fair ability to apply effective and ethical persuasion to influence the target audiences on a chosen topic in an oral format. Show fair presentation skills and question & answer skills.

2. Able to occasionally present and communicate knowledge of persuasion with team members.

Marginal (D)

1. Demonstrate a marginal ability to apply effective and ethical persuasion to influence the target audiences on a chosen topic in an oral format. Show poor presentation skills and question & answer skills.

2. Able to follow ideas and rarely present and communicate knowledge of persuasion with team members.

Failure (F)

Not even reaching marginal levels

Assessment Task

Examination

Criterion

1. Persuasion knowledge

2. Analytical skills in terms of target audiences characteristics, persuasion context and problems

Excellent (A+, A, A-)

1. Able to recognize all of the persuasion concepts and their applications.

2. Show excellent command of analyzing the target audiences, persuasion context and problems.

Good (B+, B, B-)

1. Able to recognize most of the persuasion concepts and their applications.

2. Show good command of analyzing the target audiences, persuasion context and problems.

Fair (C+, C, C-)

1. Able to recognize some of the persuasion concepts and their applications.

2. Show acceptable command of analyzing the target audiences, persuasion context and problems.

Marginal (D)

1. Able to recognize a few of the persuasion concepts and their applications.

2. Show marginal command of analyzing the target audiences, persuasion context and problems.

Failure (F)

Not even reaching marginal levels

Part III Other Information

Keyword Syllabus

Influence / Persuasion / Leadership / Influencing skills / Persuasive skills / Negotiation / Argumentation / Motivation / Creativity / Problem solving / Decision making / Coalition building / Team roles / Team work and collaboration / Effective communication / verbal and non-verbal communications / Strategic use of information / Ethical leadership

Reading List

Compulsory Readings

| Title | |
|-------|--|
| 1 | Wahl, S.T. (2013), "Persuasion in Your Life", Pearson. |

Additional Readings

| Title | |
|-------|--|
| 1 | Adair, J. (2009), "Effective Leadership: How to Be a Successful Leader", Pan Macmillan. |
| 2 | Carnegie, D. (1998), "How to Win Friends & Influence People", Pocket Books. |
| 3 | Cialdini, R.B. (2006), "Influence: The Psychology of Persuasion", Collins Business Essentials, Harper Business. |
| 4 | Howell, Jon P. (2013), "Snapshots of Great Leadership", Routledge. |
| 5 | Larson, C.U. (2013), "Persuasion: Reception and Responsibility", Wadsworth Cengage Learning. |
| 6 | Millar, C. & Poole, E. (2011), "Ethical Leadership: Global Challenges and Perspectives", Palgrave Macmillan. |
| 7 | Mills, H. (2000), "Artful Persuasion, the New Psychology of Influence: How to Command Attention, Change Minds, and Influence People", AMA. |

Annex (for GE courses only)

A. Please specify the Gateway Education Programme Intended Learning Outcomes (PILOs) that the course is aligned to and relate them to the CILOs stated in Part II, Section 2 of this form:

Please indicate which CILO(s) is/are related to this PILO, if any (can be more than one CILOs in each PILO)

PILO 1: Demonstrate the capacity for self-directed learning

3, 4

PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology

3, 4

PILO 3: Demonstrate critical thinking skills

2, 3, 4

PILO 5: Produce structured, well-organised and fluent text

4, 5

PILO 6: Demonstrate effective oral communication skills

5

PILO 7: Demonstrate an ability to work effectively in a team

5

PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues

1, 5

PILO 9: Value ethical and socially responsible actions

1, 2, 3, 4, 5

PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation

4, 5

B. Please select an assessment task for collecting evidence of student achievement for quality assurance purposes. Please retain at least one sample of student achievement across a period of three years.

Selected Assessment Task

Examination