



LOYOLA

UNIVERSITY CHICAGO

COMM 236: Persuasive Presentations Spring 2024 Syllabus

Course Title: Persuasive Presentations

Course Number: COMM 236-202

Credit Hours: 3

Semester: Spring 2024

Meeting Day: MWF, 12:35 p.m. – 1:25 p.m.

Location: School of Communication – Room 013

Instructor: Cait Lackey

Email: clackey@luc.edu

Zoom Office Hours: Tuesday, 12:30 p.m. – 2:30 p.m.

COURSE INFORMATION

Prerequisite: COMM 220, COMM 230 or COMM 268

Catalog Description: This course is designed to help students build foundational knowledge about persuasive rhetoric and gain applied skills in public speaking.

Outcomes: Students will learn effective approaches to audience adaptation, argumentation development, structure, delivery, presentation, and information literacy.

Textbook Requirements:

We will be using *Persuasion in your Life, 2022 (3rd edition)* for this course. This is a newest edition of the text, published in 2022.

Please note that if you do use an earlier version of the text, you will be responsible for making sure the chapter readings listed in the course calendar align with the version of the text you have acquired.

The 3rd edition is available through the Loyola bookstore or through an online provider of your choice. Both printed (loose leaf and paperback) editions of the text and e-text is available for this book. You may use any format.



- ***Persuasion in Your Life (3rd edition)***

- By: Shawn T. Wahl and Eric Morris

- <https://www.routledge.com/Persuasion-in-Your-Life/Wahl-Morris/p/book/9780367486303>

Occasionally, I will provide additional readings in the form of PDFs provided to you in Sakai, however **NO ADDITIONAL TEXTBOOKS ARE REQUIRED.**

****Please check Sakai for course materials before purchasing textbook****

Additional Supplies and Equipment:

Students should have access to a Loyola email account and Sakai because communication and information about the course will be sent via these methods.

Instructional Modalities:

This class is lecture-based and will be taught in-person Mondays, Wednesdays, and Fridays in School of Communication room 013. Each week, you will participate in class discussion as well as complete individual and group assignments.

All written assignments will be submitted to Sakai—*nothing will be handed out and/or submitted physically.*

Please review the mask policy for LUC and in-person meetings (below under “Course Policies”). All appointments and meetings beyond our scheduled class time (e.g., office hours) can take place either in-person or on Zoom.

COURSE POLICIES

Classroom Etiquette

- Arrive on time. I understand that being late once in awhile happens, but please do not make a habit of this or your tardiness may negatively impact your attendance and participation grade.
- Class discussions in class should be comfortable and respectful. **As is the nature of the course, we will be addressing current issues of importance, and I expect absolute professionalism at all times whether we are having casual conversation or structured debate.** As we learn the structure of forensic argument, the merits of artistic and inartistic proof, and the strategies for effective appeals, it should be understood that arguments will be based on verifiable and trustworthy research, will showcase a variety of argumentation tactics, and will rise to the level of established forensic principles. Keep in mind that there will be a diversity of experiences, opinions, and beliefs in this class.
- Cell phones are awesome, and I encourage use of tech (laptops, tablets, mobile phones) in the classroom for research purposes. That said, please be professional with your tech use, and take care not to be distracted by these tools.

It is imperative that there be an atmosphere of trust and safety in this course. I will attempt to foster an environment wherein each student is able to hear, be heard, and respect each other. It is critical that students show respect for all worldviews expressed in class. Some of the material covered in this course may evoke strong emotions, so please be respectful of others' emotions and be mindful of your own. Let me know if something said or done in this course— either by myself or other

students—is particularly troubling or causes discomfort or offense.

While our intention is not to cause discomfort or offense, the impact of what happens throughout the course is not to be ignored and is something that I consider to be very important and deserving of attention. If and when this occurs, there are several ways to alleviate some of the discomfort or hurt you may experience:

1. Discuss the situation privately with me. I am always open to listening to students' experiences and want to work with students to find acceptable ways to process and address these issues.
2. Discuss the situation with the class. Chances are, there is at least one other student in the class who had a similar response to the material. Discussion enhances the ability for all class participants to have a fuller understanding of context and impact of course material.
3. Notify me of the issue through another source, such as your academic advisor, a trusted faculty member, or a peer. If for any reason you do not feel comfortable discussing the issue directly with me, I encourage you to seek out another, more comfortable avenue to address the issue.

Late Work

I understand that unmitigated circumstances may cause students to miss assignments or in-class work. For this reason, students are expected to communicate with me directly about submitting make-up work. Please note, however, that papers and homework may be downgraded by 20% for every (class session) day late.

In-class debates, or other in-class activities that require group involvement may NOT be made up unless you have clear, dated, and specific documentation (e.g., doctor's note).

Privacy and Defamation

I realize that this is course that deals with contemporary communication topics, and you may be personally well-versed in social media. If you choose to communicate regarding this course on social networking sites such as Facebook, Twitter, TikTok, Instagram, Storify, etc., please remember to use discretion. Inappropriate communications have the potential to become privacy issues for class members and/or the instructor, as well as defamation risks for yourself. Absolutely no photography or video recordings are permitted during class sessions unless otherwise authorized by instructor for ADA purposes.

Grade Book

Assignment scores will be posted in the grade book no more than one week after the assignment has been submitted. Please check the grade book in Sakai frequently to stay abreast of your class standing.

Communication with Instructor

My preferred outlet for communication is in-person immediately preceding and following class or during **Zoom Office Hours (Tuesdays, 12:30 p.m. – 2:30 p.m.)**. I **strongly** urge you to talk with me about your speeches, class work, or any aspect of this class at any time. I can help you generate ideas, proofread drafts, and answer any questions you may have. If you have any questions, I do expect you to communicate with me. I will do everything in my power to make this a comfortable and meaningful experience.

Email policy

I reachable by email Monday – Friday between 9:00 a.m. – 5:00 p.m., which means I use that time (when not teaching) to check email and respond. I will return emails in the order they are received and within a 24-hour period Monday – Friday, meaning if you send an email at 10:00 a.m. on Monday, you will have a reply by 10:00 a.m. on Tuesday, barring any major and unexpected circumstances. Any email received after 5 p.m. on Friday will be returned the following Monday.

Attendance & Participation

This is a communication course, which means *student involvement is essential. Class attendance is required.* If you miss more than 2 in person class sessions (have 2 unexcused absences) it will negatively impact your final grade. Every unexcused absence beyond 2 class sessions will result in a 10% final grade reduction per day missed. For example, if you miss 4 unexcused class sessions, you will receive a 20% final grade reduction.

If you have a chronic medical condition that you think may interfere with your performance in class, please visit the Student Accessibility Center early in the semester or with the first onset of symptoms. If you are experiencing a personal dilemma, such as a family crisis or emergency, speak with me as soon as possible.

Use of Appropriate Names and Pronouns

Addressing one another at all times by using appropriate names and gender pronouns honors and affirms individuals of all gender identities and gender expressions. Misgendering and heteronormative language excludes the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth.

If you wish, please share your gender pronouns with me and the class when you introduce yourself; and/or on your name placard; and/or on your Zoom profile. If you do not wish to be called by the name that appears on the class roster or attendance sheet, please let me know. My goal is to create an affirming environment for all students with regard to their names and gender pronouns.

Student Accommodations

Loyola University Chicago provides reasonable accommodations for students with disabilities. Any student requesting accommodations related to a disability or other condition is required to register with the Student Accessibility Center (SAC). Professors will receive an accommodation notification from SAC, preferably within the first two weeks of class. Students are encouraged to meet with their professor individually in order to discuss their accommodations. All information will remain confidential. Please note that in this class, software may be used to audio record class lectures in order to provide equitable access to students with disabilities. Students approved for this accommodation use recordings for their personal study only and recordings may not be shared with other people or used in any way against the faculty member, other lecturers, or students whose classroom comments are recorded as part of the class activity. Recordings are deleted at the end of the semester. For more information about registering with SAC or questions about accommodations, please contact SAC at 773-508-3700 or SAC@luc.edu.

Managing Life Crises

If you are experiencing a crisis pertaining to your personal, physical or mental well-being, you have access to the Loyola University Wellness Center, which includes emergency and crisis care for mental health, group counseling, and self-assessment tools. For more information, visit: <https://www.luc.edu/wellness/mentalhealth/emergencycrisiscare/> or call 773-508-8883. Similarly, I encourage you to contact the Office of the Dean of Students by submitting a CARE referral (LUC.edu/csaa) for yourself or a peer in need of support.

If you are experiencing mental or emotional distress beyond your ability to manage safely right now: The Wellness Center has a service for students who are in crisis and need immediate assistance to speak to counselors and to receive crisis consultation, information on emergency resources, or even be directed to the Emergency Department, if appropriate. This service is available by calling **773-508-2530, Option 3** after hours, which includes weekends and holidays.

Title IX Notice of Reporting Obligations for Responsible Campus Partners

As an instructor, I am considered a Responsible Campus Partner (“RCP”) under Loyola’s Comprehensive Policy and Procedures for Addressing Discrimination, Sexual Misconduct, and Retaliation (located at www.luc.edu/equity). While my goal is for you to be able to share information related to your life experiences through discussion and written work, I want to be transparent that as a RCP I am required to report certain disclosures of sexual misconduct (such as sexual assault, sexual harassment, intimate partner and/or domestic violence, and/or stalking) to the University’s Title IX Coordinator.

As an instructor, I also have a mandatory obligation under Illinois law to report disclosures of or suspected instances of child abuse or neglect (<https://www.luc.edu/hr/legal-notices/mandatedreportingofchildabuseandneglect/>).

The purpose of these reporting requirements is for the University to inform students who have experienced sexual/gender-based violence of available resources and support. Such a report will not generate a report to law enforcement (no student will ever be forced to file a report with the police). Furthermore, the University’s resources and supports are available to all students even if a student chooses that they do not want any other action taken. Please note that in certain situations, based on the nature of the disclosure, the University may need to take additional action to ensure the safety of the University community. If you have any questions about this policy, you may contact the Office for Equity & Compliance at equity@luc.edu or 773-508-7766.

If you wish to speak with a confidential resource regarding gender-based violence, I encourage you to call The Line at 773-494-3810. The Line is staffed by confidential advocates from 8:30am-5pm M-F and 24 hours on the weekend when school is in session. Advocates can provide support, talk through your options (medical, legal, LUC reporting, safety planning, etc.), and connect you with additional resources as needed. More information can be found at luc.edu/coalition or luc.edu/wellness.

Academic Integrity

Students who commit an act of plagiarism or academic dishonesty, whether deliberately or accidentally, will still be held responsible. Ignorance of academic rules, or failure to fact check work, sources and citations, is not an acceptable defense against the charge of plagiarism. It is true that every thought probably has been influenced to some degree by the thoughts and actions of others. Such influences can be thought of as affecting the ways we see things and express all thoughts. Plagiarism, however, involves the taking and use of specific words and ideas of others **without proper acknowledgement of the sources**. For more information on standards for academic integrity at Loyola, visit: https://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml

To maintain our culture of excellence and integrity, students are not to use AI assisted technology in the classroom unless they are specifically authorized to do so by their faculty for an assignment, a test, a quiz, or any deliverable that will be graded.

Weekly Discussion Questions	50 points (5 assignments x 10 pts each)	Weekly discussions will reflect on the readings.
Individual Speeches	<u>230 points</u>	<u>Submit for grading</u>
	Speech 1 (3 minutes): 35 pts <ul style="list-style-type: none"> • Speech delivery (25 pts) • Self-evaluation (10 pts) 	<ul style="list-style-type: none"> • Note cards • Self-evaluation
	Speech 2 (5 minutes): 85 pts <ul style="list-style-type: none"> • Speech delivery (50 pts) • Full-sentence outline (25 pts) • Peer evaluation (10 pts) 	<ul style="list-style-type: none"> • Note-cards • Visual presentation (PPT) • Peer evaluation
	Speech 3 (7 minutes): 110 pts <ul style="list-style-type: none"> • Speech delivery (75 pts) • Full-sentence outline (25 pts) • Peer evaluation (10 pts) 	<ul style="list-style-type: none"> • Note-cards • Visual presentation (PPT) • Full-sentence outline • Self-evaluation • Peer evaluation
Group Debate (Midterm)	75 points - Debate (50 pts) - Research outline (25 pts)	Groups of 3-4 will debate on a chosen topic. All debate preparation materials must be submitted by the end of the day on the date your debate is scheduled.
Group Presentation (Final)	125 points - SWOT Analysis: 25 pts - Written Report: 50 pts - Visual Presentation: 50 pts	Groups of 3-4 will present a persuasive visual presentation in the form of a public campaign or business proposal.
Attendance and Participation	20	To meet attendance and participation requirements, you must regularly attend all class sessions, complete assignments on time, engage with peers during in-class discussions, and contribute to the overall class discourse.
TOTAL	500	

Grade Scale	
A: 100%-94%	C: 76%-73%
A-: 93%-90%	C-: 72%-70%
B+: 89%-87%	D+: 69%-67%
B: 86%-83%	D: 66%-63%
B-: 82%-80%	D-: 62%-60%

C+: 79%-77%

F: 59%-0

Explanation of Assignments:

Discussion Questions: Your assignment for each week is to respond to the posted Discussion Questions **and** to respond/question/discuss other students' discussion points and responses in regards to the readings. All discussion responses are due the week they are assigned.

Your Weekly Discussion Board Writing Tasks:

- 1. You will write (1) response (75-100 words in length), per discussion.** *a. Think of this as a short and analytical summary that promotes discussion.*
- 2. You will write (2) additional substantive posts (25-50 words in length) to classmates, per discussion.**

a. Think of this as classroom discussion, but in the form of online replies.

Speeches: Each student will present (3) extemporaneous speeches throughout the semester. Each speech will vary in length and have separate requirements. The goal is to build your public speaking and research preparation skills, therefore the requirements for each speech will increase as we progress.

In-class Debate: We will have one in-class debate this semester at the Midterm. Students will be divided into teams of 3-4, depending on class size. In addition to debating, each team will also serve as “adjudicators” for a different debate during each session. For each debate, written prep work including research notes, annotated research articles, and an outline of points will be due, and worth 50% of the debate grade.

Group Presentation: In teams, you will present a proposal for a new product, service, research project, or campaign. You will research the intended audience, present a SWOT analysis, and present your pitch to the class on the last day of class (our final “exam” day).

****Each assignment will have its own dedicated prompt, posted to Sakai at least 4 weeks in advance of the due date.****

Course Calendar – Spring 2024

COMM 236: Persuasive Presentations

MWF, 12:35 a.m. – 1:25 p.m. | School of Communication 013

Module 1: Public Speaking-A Long Tradition			
Date	Topic	Readings	Deliverables
Week 1			
1/15	NO CLASS – MLK Day		
1/17	Introduction and Welcome! - Syllabus Review - Course Calendar		

1/19	The Classical Period	Handout: - Public Speaking – A Long Tradition	
Week 2			
1/22	Persuasion in your life	Chapter 1: Persuasion in Your Life	
1/24	Ethical dimensions of persuasion	Chapter 2: Ethical Dimensions of Persuasion	
1/26	Ethos, pathos, logos	Handout: - Ethos, pathos, logos	Discussion Board - Week 2, DQ 1
Week 3			
1/29	Speech 1 – Self-introduction speech		DUE: Speech #1, group 1
1/31	Speech 1 – Self-introduction speech		DUE: Speech #1, group 2
2/1	Speech 1 – Self-introduction speech		DUE: Speech #1, group 3
Module 2: Theories of Persuasion			
<i>Date</i>	<i>Topic</i>	<i>Readings</i>	<i>Deliverables</i>
Week 4			
2/5	Theories of persuasion: early theories	Chapter 3: Theories of Persuasion	
2/7	Theories of persuasion: social theories		
2/9	Theories of persuasion: tension reduction theories		Discussion Board - Week 4, DQ 1

Week 5			
2/12	Argumentation	Chapter 4: Argumentation	
2/14	The Toulmin Model	Handout: - A Logician's View	

2/16			Discussion Board - Week 5, DQ 1
Week 6			
2/19	A Debater's View	Handout: - A Debater's View	
2/21	Debate Logistics	**Form Debate Groups	
2/23	Group Work		
Week 7			
2/26	Group Work		
2/28			DUE: Debate 1
3/1			DUE: Debate 2
Week 8			
Spring Break (March 3 – 9)			
Week 9			
3/11	Speech 2 – Toulmin Argumentation		DUE: Speech #2, group 1
3/13	Speech 2 – Toulmin Argumentation		DUE: Speech #2, group 2
3/15	Speech 2 – Toulmin Argumentation		DUE: Speech #2, group 3
Module 3: Visual Persuasion			
Date	Topic	Readings	Deliverables
Week 10			
3/18	Visual Persuasion	Chapter 5: Visual Persuasion	
3/20	Visual Persuasion	Chapter 6: Persuasion and New Media	
3/22	Ethical considerations	Handout: - Visual rhetoric and ethical journalism	Discussion Board - Week 10, DQ 1
Week 11			

3/25	Public Campaigns	Chapter 7: Persuasive Public Campaigns	
3/27	Business Contexts	Chapter 11: Persuasion in Business and Professional Contexts	
3/29	<i>*Form groups for Final Project</i>		

Week 12			
4/1	Nonverbal Communication	Chapter 9: Persuasive Dimensions of Nonverbal Communication	
4/3	Persuasive Presentations	Chapter 12: Persuasive Presentations	
4/5	Monroe's Motivated Sequence	Watch: Ron Finley TED Talk	<u>Discussion Board</u> - Week 12, DQ 1
Week 13			
4/8	Persuasive Humor	Chapter 13: Persuasive Humor	
4/10	Non-rational appeals	<u>Handout:</u> - The Three Theories of Humor	
4/12	Work Day		
Week 14			
4/15	Speech 3 – Persuasive Speech using MMS		DUE: Speech #3, group 1
4/17	Speech 3 – Persuasive Speech using MMS		DUE: Speech #3, group 2
4/19	Speech 3 – Persuasive Speech using MMS		DUE: Speech #3, group 3
Week 14			
4/22	Speech 3 – Persuasive Speech using MMS		DUE: Speech #3, group 4

4/24	Group Work		
4/26	Group Work		
Week 15 – Finals Week			
5/3	Final Class Session from 9:00 a.m. – 11:00 p.m.		DUE: Final Group Project Presentations and Written Work

Notes:

- Readings must be completed **prior to the class session** for which they are scheduled.
- Written essays and DQs must be completed **by 11:59 p.m.** on the day for which they are scheduled.
- Attendance for in-class debates is mandatory.