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| <p style="text-align: center;"><b>Communication 112</b><br/><b>Theories of Persuasion</b></p> |
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**Instructor:** Catherine Puckering  
**Office:** Kerr Hall, room 171  
**Email:** cpuck@ucdavis.edu  
**Phone Number:** 530-754-0981

### **REQUIRED READING**

Gass, H. and Seiter, J. S. (2014). *Persuasion, social influence, and compliance gaining*, (5<sup>th</sup> ed.). Needham Heights, MA: Allyn and Bacon.

### **COURSE DESCRIPTION**

The primary goal of this course is to provide you with a solid grounding in theories, principles, and strategies of social influence as they apply to everyday contexts in which influence attempts take place. You will gain familiarity with findings from empirical investigations on persuasion, social influence, and compliance gaining, and will learn about strategies and techniques of persuasion relating to a wide variety of real-life communication contexts, situations, and settings.

### **COURSE POLICIES**

**Make-up Policy:** There are NO make-up exams.

**Grade Appeals:** Exam grades will be posted as soon as possible following each exam. Although you will not be allowed to keep a copy of the exam, you may come to my office hours to review your exam. Please be sure to check your exam grade promptly; I will not accept any grade appeals submitted more than two weeks after the exam grades have been posted.

**Academic Integrity:** Plagiarism, cheating, and other misconduct are serious violations of your contract as a student. I expect that you will know and follow the University's policies on cheating and plagiarism. Any suspected cases of academic misconduct will be handled according to University regulations. I strongly encourage you to visit the Office of Student Judicial Affairs web page addressing the definition of plagiarism and strategies for avoiding plagiarism (<http://sja.ucdavis.edu/avoid.htm>). Ignorance about plagiarism and cheating is NOT an acceptable excuse.

## ASSIGNMENTS AND THEIR POINT VALUES

|              |                   |
|--------------|-------------------|
| Exam 1       | 50 points         |
| Exam 2       | 50 points         |
| Exam 3       | 50 points         |
| <b>TOTAL</b> | <b>150 points</b> |

### Grade Break Downs (in percentage points):

|       |      |            |            |            |
|-------|------|------------|------------|------------|
| 98+   | = A+ | 87-89 = B+ | 77-79 = C+ | 67-69 = D+ |
| 93-97 | = A  | 83-86 = B  | 73-76 = C  | 63-66 = D  |
| 90-92 | = A- | 80-82 = B- | 70-72 = C- | 60-62 = D- |

**Please bring a scantron (form UCD 2000) with you on exam days.**

**Study Guides:** I will make a study guide available a week before the exam. Please understand that the guide is meant to be just that—a guide. Although I provide a study guide to help you identify important theories and concepts, I do consider all reading and lecture material to be fair game for exam questions.

**Test Taking Concerns:** The single biggest concern expressed by students relates to taking multiple choice exams. I hear repeatedly that the reason for poor performance on exams is because of the inability to take multiple choice exams or because of high test anxiety. If this describes you, I STRONGLY encourage you to visit the Learning Skills Center at 2205 Dutton Hall. They offer workshops and individual training on taking exams. Additionally, they can provide instruction on note taking in lecture classes. You can find out more about their services on their website: <http://lsc.ucdavis.edu>.

**Exam Days:** The following rules are in place during exams:

1. You may not use any electronic devices during the exam.
2. Keep your exam and scantron on your desk. Please do not hold it up so others can see.
3. You may not leave the room for any reason until you have turned in your exam. Bring tissues with you and plan to use the restroom before class. If you choose to leave the room before you are done, you will not be able to complete the exam.

### Answers to Frequently Asked Questions:

**Q:** Is there anything I can do to change my grade?

**A:** No. I wish I could offer each student who asks the opportunity to write an extra paper, be my research assistant, detail my car, etc. so that everyone could get the grades they want or need. However, to maintain fairness, I do not offer extra credit opportunities for individuals outside of those I offer to the entire class.

**Q:** Do you round up? If I have an 82.9 is that an 82% or an 83%?

**A:** Yes, I do round up using standard rules of rounding. That means an 82.4 or below is rounded to an 82 and 82.5 and above is rounded to an 83.

| Date    | Topic and Assigned Reading  |
|---------|---|
| Week 1  | Introduction to Course<br>Definitions; Beliefs, Attitudes, & Behaviors. Ch. 1, Ch 2 (pp. 23-35), Ch. 3                              |
| Week 2  | Theories of Behavioral Intention. pp. 50-53<br>Consistency Theories. (review Ch. 3)   |
| Week 3  | Social Judgment Theory. pp. 104-107<br><b>EXAM 1</b>  |
| Week 4  | Cognitive Models of Persuasion; Source and Receiver Factors. pp. 35-40;<br>Chs. 4 & 5<br>Message Factors; Inoculation Theory. Ch. 9 |
| Week 5  | Sequential Persuasion. Ch. 10.<br>Guest Lecture   |
| Week 6  | Fear Appeals Ch. 13<br>Fear Appeals Ch. 13  |
| Week 7  | <b>EXAM 2</b><br>Language and Propaganda. Ch. 7; Visual Persuasion Ch. 14   |
| Week 8  | Nonverbal Influence. Ch. 8; Conformity and Influence in Groups<br>Compliance Gaining. Ch. 11  |
| Week 9  | Subliminal Persuasion; Ethics. Ch. 15 & Ch. 16  |
| Week 10 | <i>The Persuaders</i>   |

