

COMS 166: THEORIES OF PERSUASION AND ATTITUDE CHANGE

In Workflow

1. COMS Committee Chair (irwin@csus.edu)
2. COMS Chair (mdludwig@csus.edu)
3. ALS College Committee Chair (abuckman@csus.edu)
4. ALS Dean (rfisher@csus.edu)
5. Academic Services (catalog@csus.edu)
6. Senate Curriculum Subcommittee Chair (curriculum@csus.edu)
7. GE Crs Rev Subcommittee Chair (angela.leslie@csus.edu)
8. Dean of Undergraduate (james.german@csus.edu; renee.leonard@csus.edu)
9. Dean of Graduate (cnewsome@skymail.csus.edu)
10. Catalog Editor (catalog@csus.edu)
11. Registrar's Office (wlindsey@csus.edu)
12. PeopleSoft (PeopleSoft@csus.edu)

Approval Path

1. Thu, 17 Feb 2022 17:17:15 GMT
Jacqueline Irwin (irwin): Approved for COMS Committee Chair
2. Thu, 17 Feb 2022 22:46:16 GMT
Mark Ludwig (mdludwig): Rollback to Initiator
3. Fri, 18 Feb 2022 01:57:49 GMT
Jacqueline Irwin (irwin): Approved for COMS Committee Chair
4. Thu, 24 Feb 2022 23:11:17 GMT
Mark Ludwig (mdludwig): Approved for COMS Chair
5. Fri, 18 Mar 2022 16:20:04 GMT
Alyson Buckman (abuckman): Rollback to Initiator
6. Mon, 28 Mar 2022 17:26:27 GMT
Jacqueline Irwin (irwin): Approved for COMS Committee Chair
7. Mon, 28 Mar 2022 17:41:26 GMT
Mark Ludwig (mdludwig): Approved for COMS Chair
8. Mon, 28 Mar 2022 18:01:23 GMT
Alyson Buckman (abuckman): Approved for ALS College Committee Chair
9. Wed, 20 Apr 2022 18:07:11 GMT
Melinda Wilson Ramey (mwilson): Approved for ALS Dean

Date Submitted: Mon, 28 Mar 2022 17:25:40 GMT

Viewing: COMS 166 : Theories of Persuasion and Attitude Change

Last edit: Wed, 15 Jun 2022 16:37:12 GMT

Changes proposed by: Jacqueline Irwin (102087620)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
Jacqueline Irwin	irwin@csus.edu	916-278-6688

Catalog Title:

Theories of Persuasion and Attitude Change

Class Schedule Title:

Persuasion+Attitud Change

Academic Group: (College)

ALS - Arts & Letters

Academic Organization: (Department)

Communication Studies

Will this course be offered through the College of Continuing Education (CCE)?

No

Catalog Year Effective:

Fall 2023 (2023/2024 Catalog)

Subject Area: (prefix)

COMS - Communication Studies

Catalog Number: (course number)

166

Course ID: (For administrative use only.)

110056

Units:

3

Is the primary purpose of this change to update the term typically offered or the enforcement of requisites at registration?

No

In what term(s) will this course typically be offered?

Fall, Spring

Does this course require a room for its final exam?

Yes, final exam requires a room

This course complies with the credit hour policy:

Yes

Justification for course proposal:

To add the course to the Area D - The Individual and Society GE offerings and improve the course LO. Adding this course to the upper division GE offerings for our majors will improve access and time to degree.

The recent changes to the GE requirements have limited students to taking upper division courses in areas B, C, and D. This allows students to take a COMS elective course as well as a GE Area D class at the same time which will decrease time to degree.

Currently there are a small number of students outside the major that take this course and the GE option could encourage more of that enrollment.

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)

Various theories of persuasion and attitude change, both classical and empirical, in terms of their effectiveness and social impact. Includes units on production and consumption of persuasive messages.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Is this course designated as Curricular Community Engaged Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Does this course have prerequisites?

No

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Discussion

Discussion Classification

CS#04 - Lecture /Recitation (K-factor=1 WTU per unit)

Discussion Units

3

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

No

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes and Assessment Strategies:

List the Expected Learning Outcomes and their accompanying Assessment Strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers). Click the plus sign to add a new row.

	Expected Learning Outcome	Assessment Strategies
1	Demonstrate competence in the cultural significance and variance of persuasion in the United States and around the world;	Hand-to-Hand Paper Article Summaries Discussion Participation
2	Evaluate the ethical role that persuasion plays in both modern and historical communication contexts.	Exams Article Summaries
3	Analyze and understand the structural and situational factors that influence persuasion-related discourse.	Exams Hand-to-Hand Paper Article Summaries Discussion Participation
4	Critically examine a variety of persuasion related approaches to media, speech, visual, sales, and other forms of human discourse.	Exams Hand-to-Hand Paper Discussion Participation
5	Area D learning outcome: describe and evaluate ethical and social values in their historical and cultural contexts. Explain and critically examine social dynamics and issues in their historical and cultural contexts.	Exams Hand-to-Hand Paper Article Summaries Discussion Participation
6	Area D learning outcome: explain and apply the principles and methods of academic disciplines to the study of social and individual behavior,	Exams Hand-to-Hand Paper Article Summaries Discussion Participation
7	Area D learning outcome: demonstrate an understanding of the role of human diversity in human society, for example, race, ethnicity, class, age, ability/disability, sexual identity, gender and gender expression.	Hand-to-Hand Paper Discussion Participation
8	Area D learning outcome: explain and critically examine social dynamics and issues in their historical and cultural contexts.	Hand-to-Hand Paper Article Summaries

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted.

Exams - ELO #2, #3, #4, #5, #6

Hand-to-Hand Paper - ELO #1, #3, #4, #5, #6, #7, #8

Article Summaries - ELO #1, #2, #3, #5, #6, #8

Discussion Participation - ELO #1, #3, #4, #5, #6, #7

Attach a list of the required/recommended course readings and activities:

166 GE Article Citations.docx

166 syllabus GE update.pdf

Is this course required in a degree program (major, minor, graduate degree, certificate?)

No

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Undergraduate Learning Goals:

Competence in the disciplines

Integrative learning

Personal and social responsibility

Intellectual and practical skills

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

GE Course and GE Goal(s)

Is this a General Education (GE) course or is it being considered for GE?

Yes

In which GE area(s) does this apply?

D. The Individual and Society

Which GE objective(s) does this course satisfy?

Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.

Find and use common information resources, engage in specialized library research, use computers and seek out appropriate expert opinion and advice.

Construct a non-fallacious verbal argument, recognize fallacious arguments, and follow the verbal arguments of others.

Attach Course Syllabus with Detailed Outline of Weekly Topics:

166 syllabus GE update.pdf

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

Will more than one section of this course be offered?

No

General Education Details - Area D: The Individual and Society

Section 1.

Please provide a statement indicating the means and methods for evaluating the extent to which the objectives of Area D, the cultural diversity requirements, and writing requirements are met for all course sections.

The assessment strategies cover all of the established learning outcomes, and the writing requirements are more than met both on a weekly basis as well as with the major paper in this course with at least 7000 words being written over the course of the term. Specifically, the Hand-to-Hand paper allows students the hands-on opportunity to explore the principles and methods that we study in the classroom of social behavior as it happens in real time. Students overwhelmingly love this project and the diverse aspects that it allows them to bring to their writing, their study, and their creativity in persuasion communication.

What steps will the department take to ensure that instructors comply with the category criteria (and who is responsible)? Before a course can be offered in multiple sections, a designated person in the department must provide a description of what would be common to all sections and what might typically vary between sections.

The chair of the department's Curriculum Committee will communicate the course learning outcomes to all faculty teaching the course to ensure cohesion across sections and will periodically assess performance.

Section 2.

Indicate in written statements how the course meets the following criteria for Area D. Relate the statements directly to the course syllabus and outline. Be as succinct as possible.

Describes and evaluates ethical and social values in their historical and cultural context.

Persuasion is grounded in ethical and social values. This course bookends the term with ethics at the start and the end to ground the students in this principle understanding of communication. Aristotelian values guide our discipline and persuasion is at the core of that. Further, we spend time on the darker side of persuasion with time on deception as, not only do students enjoy this turn of study, but diving into the ethics of lying on the interpersonal level always brings about great debate.

Compliance gaining and credibility bring the distinct social value of communication to the table in this course while at the same time allowing for students to challenge their preexisting understandings of the creation of these concepts. Most communication classes start with the audience as Aristotle did, but persuasion requires us to start with the speaker and their motivations. That social construct changes and challenges students to understand why and how they give their own credibility to others and how they themselves gain compliance over others.

Explains and applies the principles and methods of academic disciplines to the study of social and individual behavior.

The first half of the class is devoted to social behavior and the last half to individual behavior. It starts broadly studying society and then becomes more focused on individual relationship communication. Compliance gaining by definition is the interpersonal study of persuasion while in the first weeks of the course we study persuasion theory and its application through media and larger settings. This class addresses quantitative, qualitative, and rhetorical methods through the readings and assigned texts as persuasion crosses the methods barriers within our discipline and I would encourage readings from the variety of entities that our area embraces.

Demonstrates an understanding of the role of human diversity in human society, for example, race, ethnicity, class, age, ability/disability, sexual identity, gender and gender expression.

Through the weeks dealing with the topics of attitudes and consistency, credibility, and communicator characteristics and persuadability, students cultivate an understanding not only the human diverse audience, but how to work within those audiences as competent persuaders and message creators. Communicator characteristics specifically address the diverse demographics of ones audience and how to adapt to that audience. Audience attitudes and communicator characteristics play a distinct role developing one's ability to craft messages for audiences as well as molding the credibility image for that audience. Students working with these applicable skills in our ever-changing diverse human landscape will allow them to be marketable and hireable once they leave our campus.

Explains and critically examines social dynamics and issues in their historical and cultural contexts.

Not only does the Hand-to-Hand paper take students directly into the field for study of sequential persuasion and its cultural context, but students have historically said that this is the most applied class in our department due to the direct critical examination of current social dynamics in language, motivation, visuals, and even esoteric forms of persuasion. For example, the study of visual persuasion allows students to examine what they have readily taken for granted in their fast-changing visual world and break apart those messages to the core of the persuasive parts. Sequential persuasion is all about the formulas for building concretely successful sales and allowing students to confront those messages in real time makes the theory a reality.

Includes a writing component described on course syllabus

1) If course is lower division, formal and/or informal writing assignments encouraging students to think through course concepts using at least one of the following: periodic lab reports, exams which include essay questions, periodic formal writing assignments, periodic journals, reading logs, other. Writing in lower division courses need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.

2) If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]

Weekly article critiques at 500 words (for a required 10 weeks, and an optional additional 4 weeks) and then the paper is a minimum of 2000 words, thus there is a minimum of 7000 words written in critical analysis in this course spread over the typical 14 week course with weekly feedback from the instructor. Feedback is both structured rubric format and written commentary.

Section 3.

If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found in the CSUS Policy Manual, General Education Program, Section I.B.

The ever changing debate of human argument is at the foundation of persuasion and the analysis of the structure of those arguments is fundamental to our rapidly dividing society. Our students can always grow from the complex understanding of argument, but diving into the structural formation and ordering of those messages makes for a better world for us all to live in.

Reviewer Comments:

Jacqueline Irwin (irwin) (Thu, 17 Feb 2022 17:17:08 GMT): I'm the author of this, but have previously edited with comments from the full committee prior to entering the work flow. -J

Mark Ludwig (mdludwig) (Thu, 17 Feb 2022 22:46:16 GMT): Rollback: Sending you comments separately.

Torsa Ghosal (torsa.ghosal) (Wed, 16 Mar 2022 18:48:40 GMT): We suggest the following edits: 1. Please explain what GE Area D is in the justification. 2. Change "increase time to degree" to "decrease" in the justification. 3. Streamline the course ELOs. We suggest using one action verb (e.g.: Evaluate in place of "Describe and evaluate...".) Any changes to the ELOs in the form should be reflected in the syllabus as well. 4. Append statements on modality of course offering and CARES to syllabus.

Alyson Buckman (abuckman) (Fri, 18 Mar 2022 16:20:04 GMT): Rollback: Dear Jacqueline, Please see suggestions for revision from Torsa. Once your proposal has been revised as per Torsa's recommendations, please resubmit and send me an email so I know that your proposal is ready to move forward. Thank you, Alyson, ALS Curriculum Chair

Aravind Yuvraj (ayuvraj) (Wed, 15 Jun 2022 16:37:12 GMT): Edited to integrate new ELO and Assessment Strategies fields.

Key: 790