



UT PERMIAN BASIN

COMM 4356 001

Argument And Persuasion

Spring 2024 Session 001

Delivery Method: Face to Face

Instructor Information

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Office Location: MB 4146

Office Hours: As posted on office door and in announcements

Course Information

Class Location: Mesa Building 4147

Class Time: 10:00 AM

Course Description

A detailed examination of the history and development of effective argument and persuasion. Emphasis will include theories of argument and their role in media and society.

Course Learning Outcomes (CLO)

Upon successful completion of the course activities and assignments, students shall be able to do the following.

- CLO 1. Use research skills to locate, describe, analyze, and synthesize current research on argument and persuasion.
- CLO 2. Identify major theories of persuasion and use them to analyze attempts to persuade.
- CLO. 3. Describe structures and conventions of argumentation.
- CLO 4. Evaluate arguments and persuasive practices against aesthetic, rhetorical, ethical, and cultural principles.
- CLO.5 Write and speak cogently about research and current events.

Career Readiness Skills

Students who complete this course will learn about and develop career readiness skills that support their future goals.

- **Career & self-development** is encouraged through the content of the course as students learn about their own communication practices. In addition, the format of the course provides opportunities to network with other students, to attend Career Services events, and to observe communication patterns in organizations.
- **Communication** is part of every lesson every week.
- **Critical thinking** is integrated into each lesson and each assignment.
- **Leadership skills**, including understanding motivation, using innovative thinking, and considering ethics, are integrated into the course.
- **Professionalism** is practiced in every lesson every week. In particular, effective work habits and behaviors are key to success in the course.
- **Teamwork** is introduced in this course through collaborative discussions and specific instruction and activities.
- **Technology skills** are developed in this course as you learn to navigate the institution's learning management system, student portal, email, and scheduling software.

Course Materials

Multiple formats of identical course materials may be contained in this list (i.e. Hardcover book, Electronic Text, etc.). You may only need one of these materials. Please follow the "bookstore link" under the material to go to the official online UTPB bookstore to ensure you are selecting the format which best suits your needs.

Title: Persuasion: Social Influence & Compliance Gaining (Bk)

ISBN: 9780367528485

Authors: Gass

Publisher: Routledge

Publication Date: NA

Edition: 7th

Required or Recommended: Required

[Bookstore link](#)

Title: Argumentation

ISBN: 9781506345673

Authors: Underberg

Publisher: Sage Publications, Incorporated

Publication Date: NA

Required or Recommended: Required

[Bookstore link](#)

Title: Argumentation

ISBN: 9781506345680

Authors: Underberg

Publisher: Sage Publications, Incorporated

Publication Date: NA

Required or Recommended: Required

[Bookstore link](#)

Title: Persuasion

ISBN: 9781000556773

Authors: Gass

Publisher: Taylor & Francis Group, LLC

Publication Date: NA

Edition: 7th

Required or Recommended: Required

[Bookstore link](#)

Faculty - This list reflects your selections in the Follett bookstore website.

Additional Materials

Important Academic Dates

UTPB [Academic Calendar](#)

Time and Effort Commitment

The time commitment for college courses is substantial, whether the course is in person or online. No matter what modality is used, the amount of credit you earn is based on the semester credit hour (SCH), which is generally 50 minutes of instructional time (lectures, class discussions, or other time with the instructor) per week for a total of 16 weeks. In addition, the same student should expect 2-3 hours per SCH of homework (reading, studying, research and writing, meeting with groups, and such) in preparation for class. In a 3-SCH, 16-week class, a student will spend an average of 150 minutes each week in instruction and 6-9 hours of independent work outside of class.

If you have concerns about the workload, please talk with your professor or with your faculty advisor to ensure that your schedule permits this level of commitment.

Graded Material

Students who take this course will participate in the following graded course activities. Each activity is designed to advance students toward the course objectives listed on the first page of this syllabus.

- **In-person attendance and class activities.** The format of this course is built around in-class discussion. You are responsible for coming to class prepared to discuss and to apply what you have been reading, thinking about, and writing. (CLO 1, 2, 3, 4).
- **Reading quizzes.** To prepare for each class day, you'll take an open-book reading quiz that checks your comprehension of the reading assigned. The quizzes open well before the assigned readings are due so you can complete them at any point before the class period for which the readings are assigned. The quizzes close permanently at the beginning of the class period on the day the readings are due. (CLO 1, 2, 3, 4)
- **Persuasive campaign analysis project.** For this assignment, you will write a memorandum in which you discuss an actual persuasive campaign used to persuade a group of people to make a change. You will draft this assignment in three parts: first, an analysis of the senders and receivers of the campaign; second, an analysis of the tools and techniques used in the

campaign; third, an analysis of the ethical implications of the campaign. You will bring each part to an in-class workshop for a separate grade. You will submit a revised and completed version for a larger grade. The drafts will be graded and will comprise a portion of the grade for the project. (CLO 2)

- **Argument project.** For this assignment, the class will collaboratively identify a proposition regarding a single issue about which reasonable people might disagree. The class will be subdivided into teams of advocacy and opposition. Four assignments comprise this project. (CLO 3, 4, 5)
 - Each student will submit for an individual grade an **issue analysis** that examines one facet of the issue.
 - Each student will submit for an individual grade a **strategy proposal** for the argumentative strategy the group will use.
 - Students will collaborate to develop a **team brief** that incorporates the most useful information generated in the individual assignments.
 - Students will present **oral arguments** as their final exam. Every student must speak; roles will be assigned in class.

Course Activity	Percent of Your total grade	Multiply by	=	Weighted grade
Attendance and class activities	10%	0.1	=	
Reading quizzes	10%	0.1	=	
Persuasive campaign analysis project	40%	0.4	=	
Part 1 draft (50 points)				
Part 2 draft (50 points)				
Part 3 draft (50 points)				
Final revision (100 points)				
Argument project - each assignment equal weight	40%	0.4	=	
Issue analysis (individual)				
Strategy proposal (individual)				
Team brief				
Oral arguments (individual)				
Total	100		=	

Grading Scale

Student work is not graded on a curve. Your work will be evaluated on its content, organization, writing and presentation, originality, analysis, and understanding, as described below.

Letter Grade	Description
A (93-100)	Excellence in all rubric categories. Far exceeds the requirements of the assignment.
A- (90-92)	Excellence in nearly all rubric categories. Exceeds the requirements of the assignment.
B+ (87-89)	Excellence in most rubric categories. Meets all assignment requirements and exceeds some of them.
B (83-86)	Excellence in some, but not all rubric categories. More than an adequate response to the assignment.
B- (80-82)	Demonstrates a moderately high level of competence rubric categories. Response to the assignment is slightly more than adequate.
C+ (77-79)	Satisfactory completion of the content, structure, and originality of the assignment. Response is adequate; meets minimal requirements with minor errors.
C (73-76)	Satisfactory completion of the content and structure of the assignment. Adequate response; meets minimal requirements but with noticeable errors.
C- (70-72)	Adequate completion of the content of the assignment, but shows a lack of understanding of some elements. Meets minimal requirements with distracting errors.
D (60-69)	A passing grade with significant errors. Poorly thought out or poorly supported concepts and response to the assignment.
F (50)	Does not adequately meet major requirements of the assignment. Substantially missed major objectives or parts of the assignment. Contains significant errors.
No credit (0)	Assignment was not submitted by the due date or was determined to violate academic integrity policies.

University Policies

Accommodation for Students with Disabilities

Students with Disabilities: The University of Texas Permian Basin in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act provides “reasonable accommodations” to students with disabilities. Only those students, who an Instructor has received an official Letter of Accommodation (LOA) sent by the Office of ADA for Students, will be provided ADA academic accommodations.

ADA Officer for Students: Mrs. Chermae Peel

Address: Mesa Building 4242/4901 E. University, Odessa, Texas 79762

Voice Telephone: 432-552-3395

Email: ada@utpb.edu

For the accessibility and privacy statements of external tools used within courses, go to [Accessibility and Privacy Statements](#).

Sexual Harassment/Sexual Misconduct Policy

The University of Texas Permian Basin (the University) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act), Violence Against Women Act (VAWA), and Clery Act. Sexual Misconduct, Retaliation, and other conduct prohibited under this Policy will not be tolerated and will be subject to disciplinary action.

The University will promptly discipline any individuals or organizations within its control who violate this Policy. The University encourages you to promptly report incidents that could constitute violations of this Policy to the Title IX Coordinator. The complete Sexual Harassment/Sexual Misconduct Policy can be found [here](#).

You may report incidents of sexual misconduct to any University employee. They are obligated to report any incident to the Title IX Coordinator or Deputy Coordinator.

You may also contact:

- The UTPB Police Department at 432-552-2786
- The Title IX Coordinator at 432-552-2697 or TitleIXCoordinator@UTPB.edu.
- The Dean of Students at 432-552-2600
- Reports can also be made via the University Complaint Portal: [UTPB Complaint Management](#)

A **confidential reporting option is available**. Please contact UTPB's Counseling Center at 432-552-3365 or 432-552-2367 or stop by MB 1150.

Scholastic Dishonesty

“Scholastic Dishonesty” is any form of cheating or plagiarism that violates the Student Code of Conduct. Scholastic dishonesty or academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, and any act designed to give unfair

advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two [2] courses without the prior permission of the instructor, and providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment), or the attempt to commit such an act. The Student Code of Conduct provides students fair notice of conduct considered unacceptable at The University of Texas Permian Basin and which may be the basis for disciplinary action. This policy provides the procedures to be following when student disciplinary action may need to be implemented and outlines the appeals process. The Student Code of Conduct is available online at:

<https://www.utpb.edu/life-at-utpb/student-services/dean-of-students/student-code-of-conduct>

Student Success at UTPB

UT Permian Basin offers numerous services to help you reach your academic goals. Available both in the Success Center on the 2nd Floor of the Mesa Building (<https://www.utpb.edu/academics/advising-and-support/student-success-center/index>), and online, UTPB Student Success offers the following services to all students:

- O.W .L. (Online Writing Lab) - Submit essays that need to be revised by one of our tutors to owl@utpb.edu.
- Tutoring – For both online and in person tutoring, please use EAB to create an appointment. (Utpb.campus.eab.com) Sign in using UTPB credentials.
- SI/PLTL Sessions - If available for your class, will be communicated to you by the mentor assigned to your class section and students can communicate to their SI or PL through Canvas.
- Peer Mentoring - Incoming freshmen can be paired with a peer mentor who will help you navigate your first year on campus.
- SSC Computer Lab - Come take advantage of the state-of-the-art computers available at the Student Success Center.

Please email success@utpb.edu for more information.

Student Support Services

For more information on academic, technical, and support services for UTPB students, please see the [Online Student Services](#).

Course Modalities

Both the Texas Higher Education Coordinating Board (THECB) and the Southern Association of Schools and Colleges Commission on Colleges (SACSCOC) provide standard definitions for basic course types/modalities that have informed the following adopted course definitions.

Online Courses are those in which more than 85 percent of the planned instruction occurs online/virtually (asynchronously) when students and faculty are not in the same place. A fully online course is one in which mandatory in-person meetings occur no more than 15% of the planned instructional time.

Remote Courses are ones in which students, while not required to physically come to campus to attend in-person classes, are required to “attend” virtually/remotely (synchronously) during scheduled days and times, with students expected to log in and participate in the lecture via video conferences.

Hybrid Courses are courses in which the majority (more than 50% but less than 85%) of the planned instruction occurs when students and instructor(s) are not in the same place. This form of instruction offers a mix of on-campus/in-person and remote/online/electronic learning.

HyFlex Courses are those which, like hybrid courses, offer a mix of on-campus/in-person and remote/online/electronic learning. These courses, however, do not require student authentication since at least 50% of the planned instruction occurs when students and instructor(s) are in the same place.

Face-to-Face/In-Person Courses are those in which more than 85 percent of the planned instruction occurs when students are in the same place with an instructor(s).

End-of-Course Evaluation & Instructor Evaluation

Every student is encouraged to complete an end of course evaluation survey provided by UTPB. During the last two weeks of class, there will be an announcement in Canvas, an email, and a button in your course navigation that will take you to any available surveys.

The survey is anonymous and your responses are confidential. Your feedback is critical to us and to your instructor as we strive to improve our offerings, and our support of you, the students.

Disclaimer & Rights

Information contained in this syllabus was to the best knowledge of the instructor considered correct and complete when distributed for use in the beginning of the semester. However, the instructor reserves the right, acting within the policies and procedures of UTPB to make changes in the course content or instructional techniques without notice or obligation. The students will be informed about the changes, if any.

Course Policies

Communication and Assignment Feedback

Your instructor generally grades course activities within seven days after the set due date. You can check your grades by clicking the Grades link in Canvas navigation. If you note any problem with your grade, contact me through Canvas Inbox within one week. I will review your work and respond through tracked changes or in the grading notes area of the Canvas assignment. I may also offer general feedback in the performance of the course activity, but I will protect your identity in such a case.

Canvas Inbox is the best point of contact for your instructor. I check my email regularly during normal business hours; I may check email once on weekends, but be prepared to wait up to two full business days for responses to course messages.

Method of Instruction

This class is delivered both in person and online. You are responsible for attending all scheduled in-person class meetings and for reading, watching, or listening to all the materials your instructor has assigned. In addition, you are responsible for completing weekly workshop assignments in which you complete independent work and interact with your classmates and instructor in online activities, which may include group meetings. These assignments are not optional; rather, they are integrated parts of the instruction.

Dr. Rachel Martin Harlow is responsible for all instruction in the course. She will interact with you on the discussion boards and will grade those discussion boards and other assignments. Dr. Harlow provides the course content, resolves all disputes in the course, and is responsible for assigning your final grade.

Attendance and Class Participation

Regular and active participation is essential to your success in this online course. All students are expected to read all of the assigned materials as well as all of the public discussion materials, to do the work assigned, to notify the instructor when emergencies arise, and to submit assignments on or before their respective due dates. Students should login to the course at least twice each week, though successful students will do so more often and will probably post more often than required. Your instructor may use the Canvas course management system's tracking feature, which records how often and when students login, access specific items, visit specific pages, and submit assignments.

If your instructor is to be away from the course for more than 72 hours, you will receive an email in advance.

Submission of Course Assignments

To earn credit for your course activities, you must submit them through their respective submission areas of Canvas. Keep in mind the following practices for submission of assignments:

- Submit assignment files in .jpg, .mp4, .m4a, .doc, .docx, or rich text format (.rtf). I cannot reliably open HEIC images or Apple file formats.
- Any time you link to content on the open web (such as a YouTube video), include both a working URL link and a proper citation of those materials.
- Always keep a copy of all the work you submit and a copy of the confirmation page generated by Canvas.
- Be aware that the server may slow down as you approach the end of a due date. A slow server does not excuse late submissions.

Make-Up/Late Submission Policy

Because students are made aware of the due dates of all assignments well in advance, I do not typically accept work that is not turned in by the date and time noted in the syllabus. Timeliness is one component of professionalism, and your learning and your classmates' learning depend on your timely participation. Assignments submitted after the deadline delay your progress in the course and can diminish your classmates' learning opportunities.

If there is any discrepancy between the due date listed in the syllabus and the due date listed in Canvas, assume that the syllabus is correct and notify me as soon as possible so I can correct the error. You are welcome to submit work early; however, any work submitted early will be graded with the other submissions for that assignment. If the assignment allows for multiple submissions, I will grade the submission with the latest date unless you request otherwise in writing.

Please do not ask for individual extra credit or make-up assignments. I do occasionally offer extra credit to the entire class, and you may earn Experience Points (XP) throughout the term by completing optional enrichment assignments. See the XP page in Canvas to learn about how and when these points may be redeemed.

Changes to the Syllabus

Your instructor reserves the right to change the terms of the syllabus as she believes necessary. All changes will be announced once to the class. Changes to any part of the syllabus or failure to enforce the policies of the syllabus in any particular instance are at the discretion of the instructor and will not modify that or any other provision of the syllabus except as explicitly outlined by your instructor.

End-of-Course Evaluation & Instructor Evaluation

Every student should complete an end-of-course evaluation provided by UTPB. A link to this evaluation will be provided in Canvas.

Course Schedule

Week	Date	Topic	Read	Turn In
	Part 1: Persuasion			
1				
	W 1/17	Introduction to the course		
	F 1/19	The distinction between persuasion and argumentation		
2	M 1/22	What is persuasion?	G&S 1, Why study persuasion?	
	W 1/24	What is persuasion?	G&S 2, What constitutes persuasion?	
	F 1/26	Senders & receivers: Attitudes and consistency	G&S 3, Attitudes and consistency	
3	M 1/29	Senders & receivers: Persuadability	G&S 5, Communicator characteristics and persuasion	
	W 1/30	Senders & receivers: Persuader credibility	G&S 4, Credibility	
	F 2/1	Senders & receivers: Social influence	G&S 6, Conformity and influence in groups	
4	M 2/5	Senders & receivers: Changing behavior	G&S 10, Compliance gaining	
	W 2/7	Senders & receivers: application workshop		
	F 2/9	Work day		Persuasive campaign analysis, part 1: senders & receivers analysis due
	M 2/12	Tools & techniques: Language	G&S 7, Language and persuasion	
5				
	W 2/14	Tools & techniques: Nonverbal influence	G&S 8, Nonverbal influence	
	F 2/16	Tools & techniques: Visual persuasion	G&S 14, Visual persuasion	
6	M 2/19	Tools & techniques: Structuring persuasive appeals	G&S 9, Structuring and ordering persuasive messages	
	W 2/21	Tools & techniques: Persuasion as process	G&S 11, Sequential persuasion	
	F 2/23	Tools & techniques: Motivational appeals	G&S 13, Motivational appeals	
7	M 2/26	Tools & techniques: application workshop		Persuasive campaign analysis, part 2: too

				techniques analysis draft due
	W 2/28	Ethics	G&S 16, The ethics of persuasion	
	F 3/1	Ethics	G&S 12, Deception	
8	M 3/4	Ethics: application workshop		Persuasive campaign analysis, part 3: ethi analysis draft due
	W 3/6	Work day		
	F 3/8			REVISED and compl persuasive campaig analysis due
Spring Break – No class				
	Part 2: Argument			
9	M 3/18	What is argument?	U&N 1, The Process of Argument	
	W 3/20	What is argument? Presumption, burden of proof, and the prima facie case		
	F 3/22	What is argument? Advocacy	U&N 2, Credibility *Meyer, Problematology (Canvas)	
10	M 3/25	What is argument? Opposition	U&N 4, Audience-Based Argument	
	W 3/27	What is argument? The role of context	U&N 3, External Factors	
	F 3/29	What is argument? Fields and spheres	*Goodnight, Argument Spheres (Canvas)	
11	M 4/1	What is argument?		Argument project: Iss analysis assignment (individual)
	W 4/3	Discovering arguments: Logical and quasi-logical argument	U&N 6 Stock issue approaches	
	F 4/5	Discovering arguments: Visual argument	Kjeldsen, Visual & Multimodal (Canvas)	
12	M 4/8	Discovering arguments: Topoi, enthymeme, and warrants	Harlow, Topoi Reconciliation of Expertise (Canvas)	
	W 4/10	Discovering arguments: Narrative and drama	U&N 5, Narrative approaches	
	F 4/12	Discovering arguments		Argument strategy proposal (individual)
13	M 4/15	Building arguments: Argument structure	U&N 7, Supporting arguments	
	W 4/17	Building arguments: Evidence	U&N 8, Types and tests of evidence	
	F 4/19	Building arguments: Quality	U&N Appendix B	
14	M 4/22	Brief workshop 1		
	W 4/24	Building arguments:	Reading in Canvas	

		Refutation and rebuttal	U&N 9, Language & style	
	F 4/26	Brief workshop 2		Briefs due
15	M 4/29	Oral argument workshop		
	W 5/1	Oral argument workshop		
16	W 5/8	Final exam	10:15 AM-12:15 PM	Oral arguments

Sample Syllabus