The University of Oklahoma  
College of Continuing Education  
Advanced Programs – Course Syllabus

Course Title: Persuasive Communication Campaigns

Course Number: COMM 5553-102

Course Description:
This course is designed to introduce you to the current theory pertaining to how sophisticated commercial, social action, political, and health communication campaigns are planned and executed. We'll examine how attitudes are modified and/or reinforced, how opinions are created (and measured), and how behaviors are triggered on a mass scale through carefully orchestrated communication campaigns. This course will also introduce you to various means you can use to evaluate and design effective communication campaigns of your own, with an eye toward finding and presenting information relative to staging the most efficient operations for your purposes.

In examining some basic theoretical approaches to effective persuasion and compliance gaining tactics, we will study applied techniques used by commercial advertising, social action activists, and political entities. Because this seminar functions as an introduction to an extensive literature, the discussions and readings associated with each of the many theoretical and practical issues will necessarily be abbreviated. However, the expectation is that students will read beyond the texts, especially with regard to issues related to areas of special interest to each student.

Since communication campaigns are essentially concerned with the process of social influence, one of our goals will be to investigate how people think of, feel about, and respond to a range of social influence approaches. Thus we will also briefly examine several related theories dealing with various cognitive, affective, and motivational processes.

Class Dates, Location and Hours:
Dates: April 16-22, 2012  
Location: Washington, D.C. Liaison Office - 2189 Crystal Plaza Arcade, Arlington, VA, 22202  
Hours: Mon-Fri 6:00 p.m.-9:30 p.m.; Sat 8:00 a.m.-4:30 p.m.; Sun 8:00 a.m.-12:00 p.m.
Last day to enroll or drop without penalty: March 18, 2012

Site Director:
Steve Watson. Assistant: Carrie Grabil Church. 2189 Crystal Plaza Arcade, Arlington, VA, 22202. Phone: 703-418-4800; Fax: 703-418-2730; E-mail: apwashington@ou.edu

Professor Contact Information:
Course Professor: John A. Banas, Ph.D.  
Mailing Address: Department of Communication  
University of Oklahoma  
Norman, OK 73019  
Telephone Number: (405) 325-1568  
Fax Number: (405) 325-7625  
Cell Phone Number: (512) 585-5104  
E-mail Address: jbanas@ou.edu  
Professor availability: The professor will be available via e-mail to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.
Textbook(s) and Instructional Materials:

Student materials are available at the Follett/AP Bookstore located in the Oklahoma Memorial Union, 900 Asp Ave., Norman, OK. Orders can be placed online at www.oklahomaunion bkstr.com or by telephone at 866-369-9713 (toll free in the U.S.) or 405-325-5960 (outside the U.S.). E-mail orders may be sent to oklahomaunion@bkstr.com. Representatives are available from 8 a.m. to 6 p.m. CST Monday through Thursday and 8 a.m. to 5 p.m. CST on Friday. Summer hours: 8 a.m. to 4 p.m. CST. Faxed orders may be placed 24 hours a day to 866-223-5607 (toll free in the U.S.) or 405-325-1557 (outside the U.S.).


Note: The Follett/AP Bookstore is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through the Follett/AP Bookstore.

Course Objectives:

The primary purpose of this course is to enable students to understand the fundamentals of how persuasive communication campaigns are developed, implemented, and evaluated.

Course Outline:

For the most part, this class will be conducted as a seminar with the expectation that all members will participate actively in class discussion. Participants are therefore expected to come to each class having thoroughly prepared for that class session. The following is a guide and may be modified as the seminar progresses. (Note alternative topics and readings may become available and may be emailed to you prior to the first day of class. We may thus modify the schedule and topics to be included in the course discussions).

<table>
<thead>
<tr>
<th>DATE</th>
<th>CONTENT</th>
<th>READINGS</th>
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<tbody>
<tr>
<td>Day 1</td>
<td>Nature &amp; History of Campaigns</td>
<td>Pfau &amp; Parrott, Chapters 1 &amp; 2</td>
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<td></td>
<td>Power of Campaigns</td>
<td>Rice &amp; Atkin, Chapters 1 - 4</td>
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<td>Persuasion vs. Compliance</td>
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<td>Day 2</td>
<td>Senders vs. Receivers</td>
<td>Pfau &amp; Parrott, Chapters 3, 4, &amp; 5</td>
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<td>Behaviorism; Segmentation</td>
<td>Rice &amp; Atkin, Chapters 5 &amp; 12</td>
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<td>Mindful &amp; Mindless Behavior, Fear Appeals</td>
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<td>Day 3</td>
<td>Managing Campaigns</td>
<td>Pfau &amp; Parrott, Chapters 6 &amp; 7</td>
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<td>Measurement and Research Design</td>
<td>Rice &amp; Atkin, Chapters 6 - 9</td>
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<td>Day 4</td>
<td>Symbolism; Free Modalities</td>
<td>Pfau &amp; Parrott, Chapters 8 &amp; 9</td>
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<td>Message Design</td>
<td>Rice &amp; Atkin, Chapters 23, 27-30</td>
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<td>Day 5</td>
<td>Paid Modalities</td>
<td>Pfau &amp; Parrott, Chapters 10 &amp; 11</td>
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<td>Mass Media</td>
<td>Rice &amp; Atkin, Chapter 10 &amp; 31</td>
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<td>Day 6</td>
<td>Case Studies</td>
<td>Pfau &amp; Parrott, Chapters 12, 13, &amp; 14</td>
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<td>Rice &amp; Atkin, Chapters 15-26</td>
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<td>Day 7</td>
<td>Case Studies</td>
<td>Pfau &amp; Parrott, Chapters 12, 13, &amp; 14</td>
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<td>Rice &amp; Atkin, Chapters 15-26</td>
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Assignments, Grading and Due Dates:

1. Students should have read the bulk of the readings before the course begins and should be prepared to discuss the assigned readings each class session. This course will be conducted at a graduate level; the course professor will act more as a facilitator than a lecturer. This means participants are responsible for providing considered, informed, and active contributions to the discussion.

2. The following written assignment will be due on the first day of class and may be utilized for class discussion on that day. Students should write a double-spaced, typewritten paper of 7-10 page of text (in APA format with separate title page, abstract page, and reference section). Each student should come to class prepared to act as a guest lecturer (see below), ready to discuss his or her paper in a 20-30 minute oral presentation. A handout on APA format is available by email at the student’s convenience (email me any time and I’ll be happy to send it to you).

Each student will select one or two related chapters from the Pfau and Parrot text (depending on class size), examine the material in detail, and use it as a basis for their paper. Students should pursue research referenced and cited within the chapter(s), following up on the various lines of inquiry to, in effect, update the research. Although this text was first published over 10 years ago, it remains the best, if not the only, definitive and inclusive collection of its kind in the field. Nevertheless, after a decade, each of the chapters could benefit from some selective updating in various places. A central aspect of this assignment, then, will be for each student to track down recent research appearing in journals and edited texts in order to, where appropriate, buttress the points covered in the text with the more current findings. Additionally, papers should address and cover each of the points laid out below.

- **Based on the chapter(s’) content**, supplemented by other relevant sources, you should emphasize any theory or paradigmatic models related to persuasion, discussing them as frameworks for understanding how social influence takes place within the background of a campaign (i.e., in which contexts and situations does it apply).
- You should provide a brief critique of the theory/model’s empirical support **based on current empirical evidence gathered from the academic literature** (peer-reviewed journals and edited scholarly texts).
- You do not necessarily have to agree with the theoretical positions you review, you may choose to take a critical approach. In any case, you will need to **buttress your view with research reported in the text and current related literature**.
- Persuasive campaigns are often characterized as dealing with contentious subjects, so you should **address exceptions or possible objections to the various approaches that have been taken**.
- To illustrate your points, you may use examples from your own life, either that you have experienced, or that you have observed in others.
- **Formulate 5 discussion questions about the chapter** (not included in the 7-10 page limit).
- You should contact me and let me know what chapter(s) you wish to cover, and any questions you may have regarding the assignment—chapters will be assigned on a first come, first serve basis.
- You will submit a copy of this paper on the first day of class and provide copies to your colleagues at least one day prior to the class meeting in which your work will be discussed. **Your colleagues are expected to review this paper before attending your guest lecture appearance**.

3. Each day, beginning with the second day of class, you will prepare a brief reflection, speculation, comment, or question concerning an aspect of the currently assigned reading (see below). You may take one or more concepts from the assigned reading and relate them to an incident you have either experienced or observed in your own life. Your reflections must be typed, double-spaced, and no more than one page in length. Reflections must be turned in (attached) via email **one hour prior to the beginning of the relevant class**.

4. As mentioned above, each student will act as a guest lecturer, assigned to give a brief oral presentation based on—and scheduled to coincide with—a specific portion of the course content (see below). Prepare to lead the class discussion by delving beyond the assigned readings in one specific area. You should highlight important aspects of your topic, provide information on current empirical evidence, and discuss key conceptual debates and criticisms in the literature.
5. **Post-Seminar Assignment:** Write a term paper based on issues relevant to persuasion and the social influence process. Source material may include and/or expand on the reading list provided above. The paper should:
   a) raise a question bearing on a social influence/persuasion campaign-related issue;
   b) summarize current literature relevant to the issue;
   c) feature and relate a theory or paradigmatic model applicable to the issue; and
   d) form a conclusion.

The paper must follow APA format, have a separate title page, include a 100-word abstract, have 13-15 pages of text, and include a complete reference section. Students will first submit a short proposal introducing the topic they wish to address and some potential sources beyond the list supplied (see sample proposal attached). Once the proposal has been accepted, students may begin work on the paper. All work must be original and be properly prepared and referenced in APA format.

**This project can be modified to meet the needs of the individual participant, and should be mailed to the professor within three weeks of the completion of the seminar. Due Date: May 13, 2012**

Grading: This is a letter-graded course: A, B, C, D, or F.

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<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Percent of Grade</th>
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<tr>
<td>Written Assignment</td>
<td>First Class Session</td>
<td>20%</td>
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<tr>
<td>Reflections</td>
<td>1 Hour Before Each Subsequent Class</td>
<td>20%</td>
</tr>
<tr>
<td>Guest Lecture Presentation</td>
<td>During Class Sessions</td>
<td>20%</td>
</tr>
<tr>
<td>Class Discussions</td>
<td>During Class Sessions</td>
<td>20%</td>
</tr>
<tr>
<td>Post-Seminar Paper</td>
<td>May 13, 2012</td>
<td>20%</td>
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NOTICE: Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.
Bibliography of additional related resources


Sample Reflection:

Reflection #6; Terror Management Theory

Generally, I agree with the basic premises of TMT. Having our own mortality as a salient concept puts humankind in a very unique position. I am quite sure the idea of our own mortality does have an overwhelming affect on our actions and motivation. For instance, if I knew I did not need to worry about my growth as a student and my impending graduation as a prerequisite to getting a job that will put money in my pocket and food on my table for the remainder of my life, I doubt very much I would be very concerned with writing this reaction right now. It is just as likely I would be sitting on a beach in the sunny South Pacific right now taking lots of hallucinogenic drugs and swimming with macon sharks. Okay, maybe that is a bad example, but the point is I certainly wouldn’t be greatly worried about the future and whether or not I was prepared for it without the fear of my own mortality.

I do have one critique of Terror Management Theory, however. I believe it should broaden its conceptualization of the “self-preservation” to objects, ideas, or others that the self holds dear. Human beings are capable of remarkable actions that fly in the face of their own mortality when what they know or what they love is threatened. Mothers and Fathers die for their children, patriots die for their country, and even some altruists die for complete strangers. Though, granted, in almost any instance I’m sure any parent, patriot, or altruist would prefer to live, they still put themselves in dangerous situations for a cause that they see as higher than their own life. If Terror Management Theory could broaden to include these actions I would find it a more convincing theory.
POLICIES AND NOTICES

Attendance/Grade Policy

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution’s policy regarding “I” (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy.

Students who receive Financial Aid must resolve/complete any “I” (Incomplete) grades by the end of the term or he/she may be placed on “financial aid probation.” If the “I” grade is not resolved/completed by the end of the following term, the student’s Financial Aid may be suspended make the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Honesty

Honesty is a fundamental precept in all academic activities and … [you] have a special obligation to observe the highest standards of honesty. Academic misconduct in any form is inimical to the purposes and functions of the University and is therefore unacceptable and is rigorously proscribed. Academic misconduct includes:

- cheating (using unauthorized materials, information, or study aids in any academic exercise), plagiarism, falsification of records, unauthorized possession of examinations, intimidation, and any and all other actions that may improperly affect the evaluation of a student’s academic performance or achievement; assisting others in any such act; or attempting to engage in such acts.

All acts of academic misconduct will be reported and adjudicated as prescribed by the student code of the University of Oklahoma. All students should review the “Student’s Guide to Academic Integrity” found at http://www.ou.edu/provost/integrity

Accommodation Statement

The College of Continuing Education [Advanced Programs] is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your OU Site Director.

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course.

Copyright

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: http://www.goou.ou.edu/
INSTRUCTOR VITA

John A. Banas, Ph.D.

Education

- Ph. D. 2005, University of Texas at Austin, Department of Communication Studies
- M.A. 2001, University of Hawaii at Manoa, Department of Speech
- B.A. 1998, Michigan State University, Major: Communication

Current Positions

Assistant Professor, Department of Communication, University of Oklahoma

Frequently Taught Advanced Programs Courses

Strategic Communication Campaigns

Major Areas of Teaching and Research Interest

My major areas of teaching focus on interpersonal communication and social influence. I teach a variety of classes, ranging from Communication and Humor to Social Influence Theory. My research program primarily focuses on persuasion and resistance from a cognitive perspective. I am particularly interested in counter arguing and how interpersonal communication influences resistance and cognition.

Representative Publications and Presentations


Representative Honors and Awards Received

2008 College of Arts and Sciences Junior Faculty Fellowship

Major Professional Affiliations

- Member, National Communication Association
- Member, International Communication Association
Sample Paper Proposal for Post Seminar Assignment:  

Rossitza Dobrikova  
Proposal for Semester Term Paper  

Working Title: Implicit Theories and Their Role in Judgments and Reactions.

Thesis: There is a persistent assumption in attribution theory that people are logical and systematic. However, because people’s theories are largely implicit or even poorly articulated, it is difficult to identify and frame them. Research has identified key implicit beliefs relevant to the processing of social information, providing individuals with a framework for analyzing and interpreting human actions in cross-cultural influence settings.

Rough Abstract: Implicit theories have their intellectual roots in Kelly’s (1955) theory of personality and in Heider’s (1958) field theory of social perception. According to Kelly, a major component of personality involves personal constructs or naïve assumptions about the self and the social reality. In this view, just as the implicit assumptions of a scientific model guide the interpretation of scientific findings, the implicit assumptions of a naïve model guide the way information about the self and the other people is processed and understood. Also, in Heider’s view, lay people’s latent theories of personality influence the way the self and other people are perceived. The basic tenets of implicit theories, their role in the organization and interpretation of information, as well as their validity on the cross-cultural domain and their future implications will be discussed in this paper.

References drawn from the following:


With additional books and articles by: Miller, Nisbett, Ross, and others.