

CMN 3930 Message Strategy and Influence – 3 CH – Fall 2022

T & Th 3:30-4:45 p.m., Buzzard Hall 2442

Dr. Claudia Janssen Danyi

Associate Professor

Contact: You can get in touch with me by D2L email or by sending me a text message using GroupMe (search for - Dr. Claudia Janssen Danyi) M-F 8 a.m. – 5 p.m.

Student Hours: W 11:30 a.m. -12:30 p.m., T & Th 12:30-2 p.m.

My student hours will be held in my office (BUZZ 2544, located on the second floor of Buzzard Hall in the School of Communication and Journalism Suite by the elevator above WEIU). Please wear a mask in my office.

You may request a virtual appointment by contacting me ahead of time. I prefer scheduling virtual (zoom) meetings or phone calls during my student hours.

Course Description

This course teaches students to direct and develop messaging strategies to achieve desired outcomes through a wide array of communication modes and media. Students will apply theories and models of influence, audience processing/effects, and persuasion to develop public relations and advertising content, mediated communication, and various persuasive messages to achieve objective-driven outcomes.

Objectives

Upon successful completion of this class:

- Understand theories and models of influence, audience processing, and persuasion used to create, reinforce, and/or change awareness, attitudes, and behavior.
- Apply theoretically informed strategies to design messages and audio-visual communication.
- Direct and develop the message strategies and guide creative to reach desired outcomes for various audiences.
- Integrate persuasive strategies ethically and within organizational expectations.
- Critique and evaluate peer projects based on communication goals and symbolic practices.

Books:

O'Keefe, D. J. (2016). *Persuasion: Theory and research*. London: Sage Publications.

Other readings will be posted on D2L

Course Work & Weight

Preparatory Assignments and Homework	20%
Persuasive Messaging Project & Presentation	20%
Persuasive Document Analysis	20%

Attendance, Participation, and Engagement	25%
Self-Evaluations & Learning Check-Ins	15%

Grading Scale:

90 --100%	A
80 --89.9%	B
70 --79.9%	C
60 --69.9%	D
59.9% or less	F

Self-Evaluation and Grading

Rather than focusing primarily on your grades, I want you to focus on fully engaging with this class and your learning. Therefore, self-evaluations and -reflections are an important part of your course work. You will critically review and reflect on your work and progress to identify what you want to and need to improve, and to celebrate your progress. This is a critical skill in any workplace (and in life).

I will provide individual feedback on your major assignments to help you improve your knowledge and skills. This might also include asking you to make revisions or to resubmit. Note that you can make mistakes, and it's okay not to get it right every time the first time. Indeed, to learn how to do anything well, you have to start somewhere. What matters for your success in this class is that you are committed to putting in the work and improving your work.

With my feedback, you will submit a self-evaluation and -reflection and suggest a grade for each assignment. Note that you will need to submit a self-evaluation to receive a grade on your assignment. Preparatory assignments, Check-Ins, and Self-Evaluations will be assessed for completion. Further, at the end of the semester, you will evaluate and reflect on your total contributions to our class and course work and suggest a final grade based on the guidelines provided. I will reserve the right to change your grade on the assignment and for the class, if necessary, but the goal here is for you to take charge and assess your work and progress.

Course Expectations, Policies, and Work

Attendance, Participation, and Tardiness:

- You are a vital part of this class, and I look forward to your contributions to our class discussions and activities!
- I want you to do well in this class. Attendance is key to that. We will take attendance at the beginning of each class, and you will consider your attendance record and participation as part of your final self-evaluation.
- COVID will still be part of our lives, so let's prevent bugs from spreading in our classroom. If you are ill, have symptoms, or have been in close contact with someone who tested positive, please let me know that you can't come to class.

Readings:

- You will be asked to complete regular reading assignments. To learn, complete the assignments and participate meaningfully in exercises and discussions, you must engage the readings carefully before coming to class.

- Make sure to take notes as you read each article; this will tremendously reduce your preparation time for learning check-ins.
- You can find the reading assignments for each class in the corresponding folder on D2L. They will not always be announced in class. Make sure to keep track of what you are supposed to read. If you are unsure feel free to ask.
- Not all content of the reading assignments will be covered in class (there is not enough time). However, I expect you to be able to apply what you have read **independently** to your course work. Therefore, you must ask any questions you might have in class. Additionally, you are always welcome to consult me during student hours.

Submitting Assignments

- All written assignments must be submitted to the corresponding dropbox on D2L.
- Emailed assignments will not be accepted for grading.
- If you ever have problems with D2L, please seek assistance from EIU User Services (217581-4357).
- If an unexpected circumstance prevents you from uploading a document to the dropbox by the deadline, you may attach it to an email so that I know you completed it. To receive feedback or credit, however, you still need to upload it to the dropbox as soon as possible.

Reading Questions/Preparatory Assignments:

- Homework and preparatory assignments will be posted on D2L at least 48 hours before the due date.
- Completing the reading questions is expected.
- Your responses should be typed and written in complete sentences unless indicated differently.
- Your responses should not include direct quotes from the assigned reading but be written in your own words.

Late Work: On-time submission is expected. If you ever encounter circumstances that prevent you from submitting an assignment on time, you must contact me before the deadline.

Miscellaneous

COVID - The University asks all of us to take precautions to prevent the spread of COVID-19. EIU's policy is intended to protect all of us on campus, as well as the community, your roommates, and loved ones at home. Students should not attend class if they are ill and should consult the student health clinic if they have any COVID-19-like symptoms. EIU's COVID-19 campus practices include face coverings when and where appropriate (or required by the CDC or Illinois Department of Public Health), avoiding campus if sick, social distancing, and hand washing, all of which are based on the best available public health guidance. Everyone in the campus community is responsible for following practices that reduce risk. Accommodations for instruction and make-up work will be made for students with documented medical absences according to [IGP #43](#). Visit [EIU COVID-19](#) for information and policy updates.

Students with disabilities- If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by McAfee Gym, Room 1210, or call 217-581-6583 to make an appointment.

Academic integrity- Students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>). Violations will be reported to the Office of Student Standards.

The Student Success Center- Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to McAfee Gym, Room 1301.

Student Well-Being - EIU is committed to supporting and advancing the mental health and well-being of our students. Students may experience stressors that can impact both their academic experience and their personal mental health and well-being. These may include academic pressure and challenges associated with relationships, anxiety, depression, alcohol or other drugs, identities, and finances. If you are experiencing concerns, seeking help is a courageous thing to do for yourself and those who care about you. Attached to the syllabus is a list of available campus resources to assist with student well-being.

Class Schedule Draft

This schedule is tentative and subject to change. Please refer to the content modules on D2L for up-to-date information, topics covered, and assignments due.

Dates	Topics (Assignment will be announced on D2L)
8/23	Introduction
8/25	Applied Persuasion – Exploration
8/30	Applied Persuasion - Exploration
9/1	Targets of Persuasion (Attitudes and Behavior)
9/6	Targets of Persuasion (Attitudes and Behavior)
9/8	Targets of Persuasion (Attitudes and Behavior)
9/13	Elements of the persuasive process (Communicator)
9/15	Elements of the persuasive process (Message and Medium)
9/20	Elements of the persuasive process (Message and Medium)
9/22	Learning Check-In and Review
9/27	Wait a minute....Have we talked about ethics? TARES Test; Persuasion or Propaganda?
9/29	What persuades? What theory and research tell us (Elaboration Likelihood Model)
10/4	What persuades? What theory and research tell us (Activating Publics)
10/6	What persuades? What theory and research tell us (Social Judgment Theory)
10/11	What persuades? What theory and research tell us (Cognitive Dissonance)
10/13	What persuades? What theory and research tell us (Reasoned Action Theory)
10/18	What persuades? What theory and research tell us (Stage Models)
10/20	us (Reasoned Action Theory)
10/25	Learning Check-In and Review

10/27	What persuades? What theory and research tell us (Assign Group Project, self-assessments Learning Check due)
11/1	What persuades? What theory and research tell us (Framing)
11/3	What persuades? What theory and research tell us (Culture-centered approach)
11/8	ELECTION DAY
11/10	Group Workshop
11/15	Group projects due/Project Presentations
11/17	Project Presentations
11/21-25	THANKSGIVING BREAK
11/29	Assign Artifact Analysis and Critique
12/1	Workshop
12/6	TBA/Buffer
12/8	TBA/Buffer
12/12-16	FINALS WEEK (Artifact Analysis and Final Reflection and Self-Assessment Due)