

Tuesday/Thursday

11:10 am – 12:25 pm

Hellems 141



PROFESSOR

Matthew Koschmann, PhD

Office: Hellems 87B

Email: koschmann@colorado.edu

Phone: 303-492-2824

Skype: matt_koschmann

Office Hours: Wednesdays 2-3 pm and by appointment

Zoom: <https://cuboulder.zoom.us/j/9157962563>

This course was developed with a grant from the Institute for Ethical and Civic Engagement at the University of Colorado Boulder



COURSE OBJECTIVES

Persuasion is the dominant form of social influence in our society. It permeates virtually every aspect of our human experience—from our politics and ideological beliefs to our consumer behavior and personal relationships. The success of our professional, personal, and public activities often depends on the ability to win the *consent* of other people (without resorting to authority, force, or compulsion). Furthermore, in almost every part of our lives, we are continuously confronted by deliberate attempts to influence our actions and/or change our minds. Therefore, to be a good citizen and to thrive in our society you must have a good understanding of persuasion. Accordingly, the two main objectives of this course are:

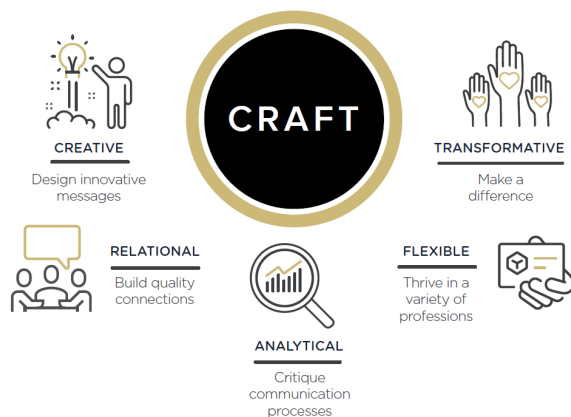
(1) To develop personal and professional skills to become more persuasive in a variety of communication contexts

(2) To develop a broader and more critical understanding of the culture of persuasion that pervades all aspects of our society

To achieve these objectives this course covers the following topics and contexts:

- History of rhetoric
- Logic, reasoning, and argumentation
- Symbols and language
- Social construction and knowledge
- Social-scientific research about persuasion
- Personal influence & negotiation
- Attention economy
- Truth, reality, & authenticity
- Social media and word-of-mouth persuasion
- Commercial advertising and marketing
- News media
- Politics
- Identity, race, & gender
- Ethics
- Propaganda and disinformation
- Economic critiques of persuasion

The Department of Communication aims to develop **COMMUNICATION SPECIALISTS** who work on honing their **C.R.A.F.T.**



Hone your CRAFT

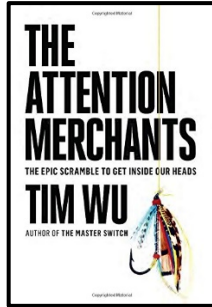
Thriving in the modern world requires the ability to diagnose problems and make adaptations, regardless of the context. Communication Specialists—with their **Creativity, Reflexivity, Analytical ability, Flexibility, and Transformative potential (their CRAFT)**—are uniquely able to analyze and understand the work of communication in the world and design the kinds of communication processes that generate satisfying, effective, just, and sustainable futures in relationships, organizations, and communities.



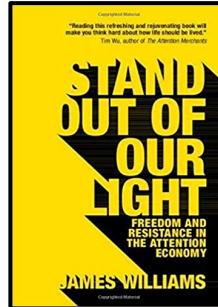
COURSE MATERIALS

Required Books:

Purchase online or at CU Bookstore



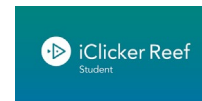
The Attention Merchants
By Tim Wu



Stand out of our Light*
By James Williams

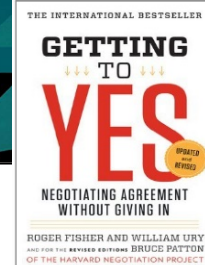
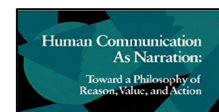
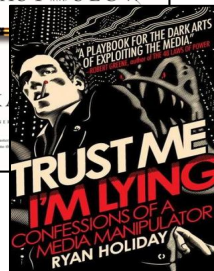
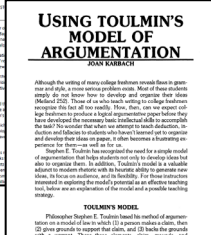
**Required to have, but optional purchase...PDF file of the full book will be available for free on Canvas*

iClicker Cloud & Reef Account:



You will need an iClicker Reef account to participate in clicker questions for our class (using your smartphone, tablet, or laptop). Learn how to create a Reef account [HERE](#).

Selected articles and chapters posted (free)

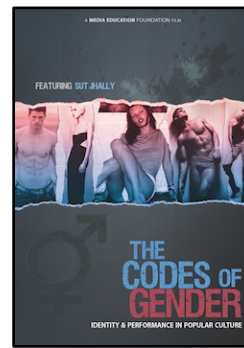
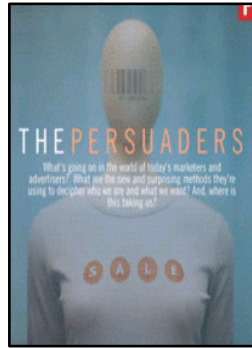


COURSE MATERIALS

(continued)

Documentary Films

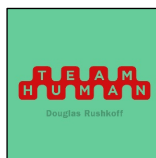
Available for free on Canvas:



Available on Netflix (purchase may be required):



Selected Video Clips & Podcasts (free & in class):



ASSIGNMENTS & GRADING

All assignments are graded on a 100-point scale and weighted by the percentages listed below

Class Attendance & Participation

10%

The purpose of this assignment is to ensure consistent (though not perfect) attendance and to make classes more interactive. 2 clicker questions will be offered each class. You can miss 4 clicker points (2 classes) before your grade is affected (i.e., your 2 lowest class clicker grades will be dropped).

*Participation grades may be deducted up to 20% for consistent distractions and inappropriate behavior (e.g., late arrival, early departure, phone/device usage, non-involvement in class activities, etc.).

Unit Quizzes

40% (10% x 4)

Following each learning unit there will be a quiz to assess the breadth of your knowledge about the course material. The quizzes are administered online via Canvas...they are multiple choice and non-cumulative.

**All quizzes become available on Thursdays @ 5 pm and must be submitted the subsequent Monday @ 11:59 pm.

You will get your score immediately, but the correct answers will not be visible until the quizzes close on Monday night.

Weekly Responses

25%

Each week you need to post a brief commentary (1-2 paragraphs) on Canvas in response to some aspect(s) of our course material for that week. This may include:

- Personal or other real-world examples
- Critique or dissent
- Link to a relevant video or article (with explanation)
- Questions for further consideration
- Other observations or commentary that demonstrate your understanding of the course material

OR: I will also provide an alternative discussion prompt that you may respond to instead

Weekly responses will be graded as *full credit (100)*, *partial credit (75)*, *minimal credit (50)*, or *no credit (0)* and will be assessed based on the level of **insight and critical thinking** you demonstrate (NOT merely summarizing or restating the course material)...or appropriately responding to the alternative discussion prompt. Your final response grade is calculated by dividing the number of points you earned by the total number of points.

**Weekly responses are always due on Sunday nights @ 11:59 pm and a link will always be provided on Canvas in the weekly preview announcement

Final Project: editorial article, analysis paper, OR speech transcript

25%

There are three options for your final course project: You can DO persuasion by developing a marketing campaign or persuasive speech transcript, or you can ANALYZE persuasion through an analysis paper.

*Complete assignment details will be posted on Canvas

Extra Credit

The only extra credit opportunity for this class is to submit a revision for ONE of your unit quizzes. For each missed quiz item write a brief paragraph explaining why the answer you chose is wrong and why the correct answer is correct. The goal is to demonstrate your understanding of the material covered by that quiz item.

Grading

This course follows the standard CU grading system:

A	93.5% and above	C	72.5 – 76.4%
A -	89.5 – 93.4%	C -	69.5 – 72.4%
B +	86.5 – 89.4%	D +	66.5 – 69.4%
B	82.5 – 86.4%	D	62.5 – 66.4%
B -	79.5 – 82.4%	D -	59.5 – 62.4%
C +	76.5 – 79.4%	F	59.4% or below

I use the following criteria to guide my grading decisions:

A	Excellent...exceeds the minimum requirements with distinction
B	Good...goes beyond the minimum requirements to a fair degree
C	Average...meets the minimum requirements of the assignment
D	Poor...only meets some of the minimum requirements of the assignment
F	Failing...does not meet most of the minimum requirements of the assignment

COURSE POLICIES

Assignment Submissions

Please submit all papers electronically through the file submission feature in *Canvas*. Assignment grades and comments will also be accessible through *Canvas*.

***All assignments and quizzes are due by the specified date and time posted on Canvas (Mountain Standard Time)*

Technology Use in Class (for in-class students only)

We welcome your responsible use of technology in class. Laptops and tablets are welcome, but only to access course content or other relevant online materials. **Phones of any kind are not permitted in class**—they should be turned off or completely removed from your body so you are not distracted by notifications (except when using iClicker). All earphone/air pods/earbuds must also be removed at all times.

Disabilities

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](http://www.colorado.edu/disabilityservices/students) (www.colorado.edu/disabilityservices/students). Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition or injury, see [Temporary Medical Conditions](#) under the Students tab on the Disability Services website and discuss your needs with your professor.

A Commitment and Invitation from Our College

The College of Media, Communication, and Information (CMCI) strives to be a community whose excellence depends on diversity, equity, and inclusion. We aim to understand and challenge systems of privilege and disadvantage in higher education, such as those based on class, race, ethnicity, gender, sexuality, and dis/ability. We seek to reach across social and political divides and to make space for voices historically underrepresented in higher education and marginalized in society. In other words, diversity is not just a future reality for which we try to prepare students. It is a priority we want to put into practice here, now, and together, in order to foster places of learning where all members can thrive. Our question for you is, *how are we doing?* Please contact the CMCI diversity team (email Karen.Ashcraft@colorado.edu or see <https://www.colorado.edu/cmci/about-college/diversity-equity-and-inclusion/our-team>)...

- if you need support or other resources but don't know where to turn
- if any aspect of your educational experience with CMCI does not reflect the commitment expressed here, or if you want to share a positive instance of this commitment in action
- if you have any questions, concerns, or ideas related to diversity

We want to hear from you so that we can do better, and to support you however we can!

Classroom Behavior

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information, see the policies on [classroom behavior](#) and the [Student Code of Conduct](#).

Preferred Names & Pronouns

CU Boulder recognizes that students' legal information doesn't always align with how they identify. Students may update their preferred names and pronouns via the student portal; those preferred names and pronouns are listed on instructors' class rosters. In the absence of such updates, the name that appears on the class roster is the student's legal name.

COURSE POLICIES

(continued)

COVID

As a matter of public health and safety due to the pandemic, all members of the CU Boulder community and all visitors to campus must follow university, department and building requirements and all public health orders in place to reduce the risk of spreading infectious disease. Students who fail to adhere to these requirements will be asked to leave class, and students who do not leave class when asked or who refuse to comply with these requirements will be referred to [Student Conduct and Conflict Resolution](#). For more information, see the policy on [classroom behavior](#) and the [Student Code of Conduct](#). If you require accommodation because a disability prevents you from fulfilling these safety measures, please follow the steps in the “Accommodation for Disabilities” statement on this syllabus.

As of Aug. 13, 2021, CU Boulder has returned to requiring masks in classrooms and laboratories regardless of vaccination status. This requirement is a temporary precaution during the delta surge to supplement CU Boulder’s COVID-19 vaccine requirement. Exemptions include individuals who cannot medically tolerate a face covering, as well as those who are hearing-impaired or otherwise disabled or who are communicating with someone who is hearing-impaired or otherwise disabled and where the ability to see the mouth is essential to communication. If you qualify for a mask-related accommodation, please follow the steps in the “Accommodation for Disabilities” statement on this syllabus. In addition, vaccinated instructional faculty who are engaged in an indoor instructional activity and are separated by at least 6 feet from the nearest person are exempt from wearing masks if they so choose.

Students who have tested positive for COVID-19, have symptoms of COVID-19, or have had close contact with someone who has tested positive for or had symptoms of COVID-19 must stay home. In this class, if you are sick or quarantined, please contact professor Koschmann as soon as possible to make alternative arrangements for your class involvement.

Sexual Misconduct, Discrimination, Harassment, and/or Related Retaliation

The University of Colorado Boulder (CU Boulder) is committed to maintaining a positive learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct, discrimination, harassment or related retaliation against or by any employee or student. CU’s Sexual Misconduct Policy prohibits sexual assault, sexual exploitation, sexual harassment, intimate partner abuse (dating or domestic violence), stalking or related retaliation. CU Boulder’s Discrimination and Harassment Policy prohibits discrimination, harassment or related retaliation based on race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Individuals who believe they have been subject to misconduct under either policy should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127. Information about the OIEC, the above referenced policies, and the campus resources available to assist individuals regarding sexual misconduct, discrimination, harassment or related retaliation can be found at the [OIEC website](#).

Academic Misconduct

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to [the academic integrity policy](#). Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, resubmission, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code Council as well as academic sanctions from the faculty member. Additional information regarding the academic integrity policy can be found at the [Honor Code Office website](#).

Religious Observance

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. I will make reasonable accommodations for students who have conflicts between religious observance dates and course requirements. Please approach me with these requests before the end of the second week of the semester. See the [campus policy regarding religious observances](#) for full details.

Deadlines

Unless otherwise noted, all assignments are due on the date/time indicated in the weekly schedule and on Canvas. Late work is not accepted unless you contact professor Koschmann BEFORE the due date with a legitimate reason.



NAVIGATING THE LANDSCAPE OF PERSUASION IN SOCIETY [WEEKLY SCHEDULE]

Unit 1: ORIENTATION – Where are we and how did we get here?			
	Week/Dates	Topic	Readings/Assignments
Week 1	Aug 24	Course introduction	PowerPoint slides only
	Aug 26	The atmosphere: Persuasion & democracy	Reading #1: <i>The key to democracy? Persuasion</i> Reading #2: <i>Creative democracy</i>
Week 2	Aug 31	Where we are: Understanding the attention economy	Film: <i>The Social Dilemma</i> (Netflix only)
	Sept 2		Reading #3: <i>Trust Me, I'm Lying</i>
Week 3	Sept 7	How we got here: The rise of the attention merchants and the advent of the persuaders	<i>Attention Merchants</i> Introduction – Part IV (ch 19) Film: <i>The Persuaders</i> (available on Canvas)
	Sept 9		
Week 4	Sept 14		
	Sept 16		
UNIT 1 QUIZ: Available Thursday, Sept 9th @ 5 pm...must be completed by Monday, Sept 13th @ 11:59 pm			
Unit 2: RESOURCES for the Journey – Concepts & Theory			
	Week/Dates	Topic	Readings/Assignments
Week 5	Sept 21	Brief look at rhetoric, social construction, & critical theory	PowerPoint slides
	Sept 23		Reading #4: <i>Social constructionism</i> Reading #5: <i>How diamonds became forever</i>
Week 6	Sept 28	The science of persuasion & human rationality	Reading #6: <i>Principles of Persuasion</i>
	Sept 30		Reading #7: <i>Narrative Rationality</i>
Week 7	Oct 5	NO CLASS – Reading Day	
	Oct 7	Understanding attention, distraction, & adversarial persuasion	<i>Stand out of our Light</i> (full book)
UNIT 2 QUIZ: Available Thursday, Oct 14th @ 5 pm...must be completed by Monday, Oct 18th @ 11:59 pm			

Unit 3: SKILLS for the Journey – Mass & Personal Persuasion

Week/Dates		Topic	Readings/Assignments
Week 8	Oct 12	Marketing campaigns & marketing research	PowerPoint slides only
	Oct 14		
Week 9	Oct 19	Modern marketing	Reading #8: <i>Black Ops Advertising</i>
	Oct 21		Film: <i>Generation Like</i> (available on Canvas) Podcast: <i>The Commodity of Authenticity</i>
Week 10	Oct 26	Argumentation, reasoning, & negotiation	Reading #9: <i>Toulmin’s Model of Argumentation</i>
	Oct 28		Reading #10: <i>Getting to Yes</i>

UNIT 3 QUIZ: Available Thursday, Nov 11th @ 5 pm...must be completed by Monday, Nov 15th @ 11:59 pm

Unit 4: PITFALLS on the Journey – The Dark Side of Persuasion

Week/Dates		Topic	Readings/Assignments
Week 11	Nov 2	Identity appeals & gender stereotypes	Film: <i>Codes of Gender</i> (available on Canvas) Power Point Slides
	Nov 4	Propaganda & disinformation	Film: <i>Operation Infektion</i> (available on Canvas)
Week 12	Nov 9	Post-truth, fake news, & alternative facts	Reading #11: <i>The Constitution of Knowledge</i>
	Nov 11		Podcast: <i>Customized Filter Bubbles</i> (available on Canvas)
Week 13	Nov 16		Film: <i>The Great Hack</i> (Netflix only)
	Nov 18		NO CLASS
Week 14	Nov 23	NO CLASS – Fall Break & Thanksgiving	
	Nov 25		
Week 15	Nov 30	Deception, manipulation, & altered reality	Reading #12: <i>Designed to Deceive</i>
	Dec 2		Podcast: <i>Deception</i> (RadioLab) (available on Canvas)

UNIT 4 QUIZ: Available Thursday, Dec 2nd @ 5 pm...must be completed by Monday, Dec 6th @ 11:59 pm

Week 16	Dec 7	NO CLASS – Work on final projects & additional office hours
	Dec 9	

Finals Week	FINAL PROJECTS DUE: Sunday, December 12th @ 11:59 pm	
-------------	--	--