Chapter 1 : Persuasion and Social Influence | The Graduate Program in Communication

Persuasive communication can be an effective way to change the minds and behaviors of those with whom you disagree. In this lesson, you'll learn about cognitive dissonance theory and the rational.

The primary objectives related to the Bachelor of Arts program in Communication are to assist all students in developing the following: The ability to engage in critical thinking. The ability to communicate effectively in writing. The ability to communicate effectively through oral presentation. The ability to engage in effective applied problem-solving for personal and professional goals. The ability to construct and evaluate strategic verbal and visual messages. The ability to use effective information research strategies. Effective communication is vital to successful social interaction and depends upon an adequate breadth of knowledge. The Communication, Media, and Persuasion curriculum program offerings emphasize the importance of a strong liberal arts education as well as relevant technical skill development in preparing students for communication careers and for participation as members of a diverse global society. How to Read Course Descriptions The bolded first line begins with a capitalized abbreviation that designates the subject area followed by the course number and title. The number of credits earned by taking the courses is also displayed. The course description is a brief summary of the purpose of the course and the topics covered. Any requisite courses are listed and could include the following: If the course can be applied towards a General Education Objective, the applicable Objective is listed. To assist with your academic planning, courses in the Undergraduate Catalog are designated according to the semester they are usually offered. Unanticipated faculty vacancies and academic program changes may affect future course scheduling. Therefore, students should always contact the academic department to verify future course offerings, especially when specific courses are needed for graduation. The following letters which appear after the course descriptions indicate the anticipated course scheduling: Basic course in oral communication that emphasizes the theory and practice of informative speaking, logical argumentation, persuasion, small group discussion, and interpersonal communication. Satisfies Objective 2 of the General Education Requirements. A practical introduction to writing for the mass media. Students develop interviewing skills, reporting techniques, and the proper form and style for crafting basic news stories. Advanced speech course emphasizes practical speaking needs of business and professional people. An introduction to photographic, graphic design, and non-linear video editing skills. The course is designed to prepare students for more advanced courses in any of these specific areas. Students will learn how to apply multimedia production applications including professional industry standard photo, graphic, and video editing software. A broad survey of the foundations of the mass media through critical and theoretical perspectives, with particular attention devoted to how economic structures influence media content, the impact of technological innovation, and the proper evaluation of media sources. Topics include how the media manufacture stories, differences between various print and electronic sources of information, recognizing media bias, and different types of media polling. Satisfies Objective 8 of the General Education Requirements. Study of argument, analysis, evidence, reasoning, fallacies, briefing, and delivery. Satisfies Objective 7 of the General Education Requirements. Advanced theory and performance course emphasizing principles of message composition and methods affecting attitude change in public communication. Introduction to concepts and procedures of graphic design. Lectures, studio, and computer exercises will explore issues in design for graphic media, typography, and design for the page. Provides background in the history, scope, ethics, and functions of the public relations field. Particular attention given to understanding of publics and ways of gaining public support for an activity, cause, movement, or institution. Discovery of the photographic process and its evolution to present. Analysis of many recognized masters of photography. Partially satisifes Objective 4 of the General Education Requirements. Introduction to the fundamentals of digital camera use, and important techniques such as light and composition. The use of photography as an artistic and expressive medium is explored through assignments. Class consists of lectures, demonstrations, and group critiques. Students must have own camera and paper. In-depth study of the various aspects of advertising including agencies, media, clients, suppliers, creativity in advertising, consumers, ethics

and law, strategy, and culture. Emphasis on studio and remote video production, with exercises in basic camera operation, electronic editing, studio directing, field production, and online distribution. Introduction to visual media. Students will be introduced to theories explaining the persuasive function of images and apply these approaches in a variety of contexts such as images in political cartoons, film, television, and print. Explores the management of public images of individuals politicians, athletes, celebrities, teams, and corporations during times of crisis and success. This course examines and evaluates the rhetorical strategies used in many contemporary situations of crisis and success. Students prepare for regional- and national-level intercollegiate debate tournament competition. May be repeated for up to 8 credits. An introduction to the theory and skills required to develop, manage, and analyze social media campaigns. Students will gain hands-on experience with a variety of digital tools and social networking platforms, evaluate current industry best practices and standards, analyze the role of social media in society, and develop interactive campaigns. Examines the process of human communication among members of organized groups. Topics studied include leadership development, norms, roles, cohesion, problem-solving techniques, and conflict. Introduces tools and strategies communication professionals use to answer questions and solve problems through systematic investigation. The course will focus on developing an understanding of applied communication research, including design, sampling, data collection, and data analysis. This course provides hands-on experience in blogging, podcasting, and screenwriting. Students will learn how to target market demographics, develop content, and pitch ideas to online, television, film, and video game industries. Develops journalistic skills for covering issues related to business and public affairs. Students will learn how to gather and interpret data as well as report on entrepreneurship, finance, government, and politics. Reporting styles covered include print, online, and broadcast media. Introductory exploration of the modern dimensions of leadership. Students will link current theory and practices to personal self-assessment and behavioral applications. A studio course in the application and technique of three-dimensional 3D digital modeling utilizing industry standard software. Topics include the creation and modification of 3D forms, surface mapping, rendering and 3D printing. A studio course in the application and technique of three-dimensional 3D digital animation utilizing industry standard software. By utilizing the 12 principles of animation, the static will be transformed into life. The history, development, and design of typefaces and their use in layout with other elements with attention to perceptual, emotional, and stylistic issues. Development and creation of content as well as grid structures to organize complex information. Critique and individual discussion focused on developing typographic refinement and attention to detail. Examination of the effectiveness and power of illustration through images found in book and magazine illustration, advertising, and web design. From the sketch process to the development of finished images, students are exposed to a variety of working methods. Production of work such as editorial images, packaging, and poster design with an emphasis on concept, creativity, communication, technical achievement, and presentation. A communicative approach to strategies and tools for web publishing with a focus on both practical and aesthetic contexts. Exploration of ethics, current practices, purposes, styles, genres, and directions in authoring for the World Wide Web. Development of professional writing disciplines and skills expected of PR practitioners through exploration of various forms of public relations writing such as press releases, statements, public service announcements, media correspondence, media advisories, newsletter articles, fact sheets, and talking points. This course is designed to define and expand student perceptions of "sport communication" by covering concepts, skills, and vocabulary used in the field. Upon completion, students should have a broad understanding of how sport communication functions in a variety of areas and the influences and diversity of voices in the discipline. Introduction to computer manipulation of images. This class will provide an experience in directed photographic visual communication in the studio environment. Students will gain an understanding of the studio setting through applied theory. Additionally, students will concentrate on problem solving skills and complete a variety of assignments that are designed to challenge their skills in lighting, camera operation, and visual interpretation. Overview of basic creative skills, with emphasis on how to write and develop strategic creative advertising messages for print, radio, television, and the Internet. Students begin to develop a marketing communication portfolio. Selecting and evaluating media for marketing communication campaigns.

Media characteristics, media markets and comparisons, audience and product usage. Elements of a strategic media plan. Trends in mass communication media. Exploration of the equipment, terminology, personnel and video production techniques in the field and the application of narrative techniques including writing, producing, and editing of assigned short projects, culminating in a final project consisting of a small-format narrative mini-movie. This course identifies and examines what constitutes effective communication in American politics, ranging from an analysis or rhetorical discourse in presidential oratory to contemporary media strategies employed in both election campaigns and social movements. This course is not described in the catalog. The course title and number of credits are announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. Introduces students to mass media theories scholars use to study the effects of media messages. Topics include nonverbal, organizational, language, family, and friendship. A comprehensive exploration of mass communication law and the history of mass media. The course examines media rights of free expression and First Amendment including libel privacy, access to information, free-press, and other related topics and themes. Writing, reporting, and producing the television newscast.

Chapter 2 : Persuasive Communication | Rotterdam School of Management

Our Persuasive Communication course will teach you how to convince others to see things your way. Learn how to craft a compelling argument and make a strong case for your point of view. Collaborate with industry peers as you use persuasive techniques to develop a business proposal or product pitch.

Save Program Advancements in technology and the rapid proliferation of digital media, data analytics, and online collaboration require executives to lead their organizations with sophisticated communication skills, adapted for these new ways of working. To be a successful leader today, you must be able to effectively persuade and influence at all levels, in person and virtually, and with supporting data. Edward Schiappa and Ben Shields draw on cutting-edge communication research, theories of persuasion, studies on parasocial interaction, and empirical studies on compelling storytelling to help participants solve problems, make quality decisions, and motivate people. Session topics include speaking persuasively, visual persuasion, communicating quantitative information clearly, and adapting messages to audiences. The answer is persuasion, which can be subtle or obvious, effective or futile, depending on the communication strategies pursued. After a presentation of these theories, the instructor will discuss examples applying them to specific communication challenges, and then assign a small group exercise for each table to do collaboratively. Speaking Persuasively Every professional is called upon to present ideas to inform or persuade others within the organization from time to time. Studies have shown that most professionals rank oral communication skills as very important to their career, yet often feel insufficiently educated on how to speak in public effectively. Telling a Compelling Story When is a story more important than a set of facts or summary of statistics? This program focuses on the role of narrative in persuasion in order to unpack how one constructs a compelling story that resonates with difference audiences. We will include communication challenges such as adapting to internal and external audiences. Special emphasis on cross-generational communication within an organization, such as adapting to Millennials. Will end with a table-side exercise involving narrative strategizing for different audiences. Visual Persuasion How do pictures communicate? How does the "meaning" of words and images differ, and how does that difference affect how we construct persuasive messages? This program describes the cognitive differences between how images and words are processed dual-coding theory in order to understand why no portfolio of persuasive communication is complete without a strategic approach to visual persuasion. Describes the notions of visual semantics and syntax and how to strike "the responsive chord" with audiences. DAY 2 Digital Comm 1: What sort of adaptations must professionals make when working in teams that are dispersed geographically? It then goes more deeply into what research can tell us about the particular challenges of geographical configuration, trust, and mutual knowledge. Adapting Messages to Audiences When is it more appropriate to send a text than an email, or meet face-to-face rather than send a letter? This program provides a framework for understanding task-oriented and relational-oriented communication, then uses that framework to different communication challenges involving different communication technologies. After describing the framework and applying it to various examples, each table will be given a communication challenge and will generate a communication strategy. Arguing Civilly to Produce Good Decisions 1: How Argument Works Just what makes for a "good argument"? How can arguments be analyzed simply and efficiently in order to make good decisions? Describes common types of claims and forms of reasoning that are used in all contexts. Will end with a group exercise involving the evaluation of a sample argument. Arguing Civilly to Produce Good Decisions 2: From Argument to Inquiry What is the difference between "having an argument" and "making an argument"? Why do we often treat the idea of "arguing" as a bad thing to do? This program describes how "argument" is often misunderstood in our culture as a form of combat rather than as a tool of inquiry and truth seeking. Will end with role-playing exercise to rehearse some of the best practices identified. The program will help you leverage new communication skills and harness the power of persuasion to: Influence attitudes and change behaviors in your organization Understand how new technology shapes the way we work and communicate Bring your message and your medium into alignment Support your message with data analytics Manage

virtual communications with power and presence Apply the latest research to become a confident and inspiring public speaker Create a compelling story to galvanize and motivate people Adapt and deliver your message across different media channels and to diverse audiences Advance the level of discourse within your organization Effective communicators are valued at all levels of an organization. If your responsibilities include interacting in some shape or form with others, then this program is for you.

Prof. Joep Cornelissen. Joep Cornelissen is a Professor of Corporate Communication & Management and Academic Director of the MScCC programme. He will present the theoretical concepts and foundations of persuasive communication.

Classical conditioning Conditioning plays a huge part in the concept of persuasion. It is more often about leading someone into taking certain actions of their own, rather than giving direct commands. Great examples of this are professional athletes. They are paid to connect themselves to things that can be directly related to their roles; sport shoes, tennis rackets, golf balls, or completely irrelevant things like soft drinks, popcorn poppers and panty hose. The important thing for the advertiser is to establish a connection to the consumer. Just like you sometimes recall a memory from a certain smell or sound, the objective of some ads is solely to bring back certain emotions when you see their logo in your local store. The hope is that repeating the message several times makes consumers more likely to purchase the product because they already connect it with a good emotion and positive experience. Stefano DellaVigna and Matthew Gentzkow did a comprehensive study on the effects of persuasion in different domains. They discovered that persuasion has little or no effect on advertisement; however, there was a substantial effect of persuasion on voting if there was face-to-face contact. Cognitive dissonance Leon Festinger originally proposed the theory of cognitive dissonance in He theorized that human beings constantly strive for mental consistency. Our cognition thoughts, beliefs, or attitudes can be in agreement, unrelated, or in disagreement with each other. Our cognition can also be in agreement or disagreement with our behaviors. When we detect conflicting cognition, or dissonance, it gives us a sense of incompleteness and discomfort. For example, a person who is addicted to smoking cigarettes but also suspects it could be detrimental to his health suffers from cognitive dissonance. Festinger suggests that we are motivated to reduce this dissonance until our cognition is in harmony with itself. We strive for mental consistency. There are four main ways we go about reducing or eliminating our dissonance: Revisiting the example of the smoker, he can either quit smoking, reduce the importance of his health, convince himself he is not at risk, or that the reward of smoking is worth the cost of his health. Cognitive dissonance is powerful when it relates to competition and self-concept. Elaboration likelihood model Persuasion has traditionally been associated with two routes. Whereby an individual evaluates information presented to them based on the pros and cons of it and how well it supports their values Peripheral route: Change is mediated by how attractive the source of communication is and by bypassing the deliberation process. It holds that the probability of effective persuasion depends on how successful the communication is at bringing to mind a relevant mental representation, which is the elaboration likelihood. Thus if the target of the communication is personally relevant, this increases the elaboration likelihood of the intended outcome and would be more persuasive if it were through the central route. Communication which does not require careful thought would be better suited to the peripheral route. A main motivation for individuals is to increase positive external rewards and minimize the costs. Attitudes serve to direct behavior towards the rewards and away from punishment. The process by which an individual protects their ego from being threatened by their own negative impulses or threatening thoughts. When an individual derives pleasure from presenting an image of themselves which is in line with their self-concept and the beliefs that they want to be associated with. Inoculation theory A vaccine introduces a weak form of a virus that can easily be defeated to prepare the immune system should it need to fight off a stronger form of the same virus. In much the same way, the theory of inoculation suggests that a certain party can introduce a weak form of an argument that is easily thwarted in order to make the audience inclined to disregard a stronger, full-fledged form of that argument from an opposing party. This often occurs in negative advertisements and comparative advertisements—both for products and political causes. Transportation theory psychology Narrative transportation theory proposes that when people lose themselves in a story, their attitudes and intentions change to reflect that story. The mental state of narrative transportation can explain the persuasive effect of stories on people, who may experience narrative transportation when certain contextual and personal preconditions are met, as Green and Brock [19]

postulate for the transportation-imagery model. Narrative transportation occurs whenever the story receiver experiences a feeling of entering a world evoked by the narrative because of empathy for the story characters and imagination of the story plot. Social judgment theory[edit] Main article: Social judgment theory Social judgment theory suggests that when people are presented with an idea or any kind of persuasive proposal, their natural reaction is to immediately seek a way to sort the information subconsciously and react to it. We evaluate the information and compare it with the attitude we already have, which is called the initial attitude or anchor point. When trying to sort incoming persuasive information, an audience evaluates whether it lands in their latitude of acceptance, latitude of non-commitment or indifference, or the latitude of rejection. The size of these latitudes varies from topic to topic. Our "ego-involvement" generally plays one of the largest roles in determining the size of these latitudes. When a topic is closely connected to how we define and perceive ourselves, or deals with anything we care passionately about, our latitudes of acceptance and non-commitment are likely to be much smaller and our attitude of rejection much larger. An audience is likely to distort incoming information to fit into their unique latitudes. If something falls within the latitude of acceptance, the subject tends to assimilate the information and consider it closer to his anchor point than it really is. Inversely, if something falls within the latitude of rejection, the subject tends to contrast the information and convince himself the information is farther away from his anchor point than it really is. When trying to persuade an individual target or an entire audience, it is vital to first learn the average latitudes of acceptance, non-commitment, and rejection of your audience. Usage of force[edit] There is the usage of force in persuasion, which does not have any scientific theories, except for its use to make demands. The use of force is then a precedent to the failure of less direct means of persuasion. Application of this strategy can be interpreted as a threat since the persuader does not give options to his or her request. Norm of reciprocity The principle of reciprocity states that when a person provides us with something, we attempt to repay him or her in kind. Reciprocation produces a sense of obligation, which can be a powerful tool in persuasion. The reciprocity rule is effective because it can be overpowering and instill in us a sense of obligation. Generally, we have a dislike for individuals who neglect to return a favor or provide payment when offered a free service or gift. As a result, reciprocation is a widely held principle. This societal standard makes reciprocity extremely powerful persuasive technique, as it can result in unequal exchanges and can even apply to an uninvited first favor. Commitment and consistency[edit] Consistency is an important aspect of persuasion because it: Consistency allows us to more effectively make decisions and process information. The concept of consistency states that someone who commits to something, orally or in writing, is more likely to honor that commitment. This is especially true for written commitments, as they appear psychologically more concrete and can create hard proof. Someone who commits to a stance tends to behave according to that commitment. Commitment is an effective persuasive technique, because once you get someone to commit, they are more likely to engage in self-persuasion, providing themselves and others with reasons and justifications to support their commitment in order to avoid dissonance. Cialdini notes Chinese brainwashing of American prisoners of war to rewrite their self-image and gain automatic unenforced compliance. We all want to know what others are doing around us. We are so obsessed with what others do and how others act, that we then try to be just like other people. In a phoneâ€"aâ€"thon, the host says something like, "Operators are waiting, please call now. Rather the host may say: Just by changing three words, it sounds like the lines are busy and other people are calling, so it must be a worthwhile organization. Social proof is most effective when people are uncertain or when there are similarities in a situation. In uncertain or ambiguous situations, when multiple possibilities create choices we must make, people are likely to conform to what others do. We become more influenced by people around us in situations that present a decision. The other effective situation for social proofing is when there are similarities. We are more prone to change or conform around people who are similar to us. If someone who is similar to you is being controlling and a leader, you are more likely to listen and follow what they say. Likeness[edit] This principle is simple and concise. People say "yes" to people that they like. Two major factors contribute to overall likeness. The first is physical attractiveness. People who are physically attractive seem more persuasive. The second factor is similarity. We are more easily persuaded by people we see as similar to ourselves. People like to listen to those who are knowledgeable and trustworthy, so if you can

be those two things, then you are already on your way to getting people to believe and listen to you. In the Milgram study , a series of experiments begun in , a "teacher" and a "learner" were placed in two different rooms. The "learner" was attached to an electric harness that could administer shock. After delivery, the teacher had to up the voltage to the next notch. The voltage went up to volts. The catch to this experiment was that the teacher did not know that the learner was an actor faking the pain sounds he heard and was not actually being harmed. The experiment was being done to see how obedient we are to authority. The conclusion was that people are willing to bring pain upon others when they are directed to do so by some authority figure. June Learn how and when to remove this template message Scarcity could play an important role in the process of persuasion. According to Cialdini, "people want more of what they cannot have. This means that within certain contexts, scarcity "works" better. To get people to believe that something is scarcer, marketers explain what about that certain product provides what no other product does. When things are difficult to get, they are usually more valuable, so that can make it seem to have better quality. When things become less available, we could lose the chance to acquire them. When this happens, we assign the scarce item or service more value simply because it is harder to acquire. This principle is that we all want things that are out of our reach. If we see something is easily available, we do not want it as much as something that is very rare. Machiavellianism employs the tools of manipulation and deceit to gain wealth and power.

Persuasive Communication is a unique compilation with a three-part focus: persuasion, writing, and speaking. Professors can adapt the order of chapters to meet the needs of their course structure. Students can study current theory and research in persuasion while sharpening their research, writing, and speaking skills.

Not all communication is intended to be persuasive; other purposes include informing or entertaining. Persuasion often involves manipulating people, and for this reason many find the exercise distasteful. Others might argue that, without some degree of social control and mutual accommodation such as that obtained through persuasion, the human community becomes disordered. In this way, persuasion gains moral acceptability when the alternatives are considered. In the universities of Europe during the Middle Ages, persuasion rhetoric was one of the basic liberal arts to be mastered by any educated man; from the days of imperial Rome through the Reformation, it was raised to a fine art by preachers who used the spoken word to inspire any number of actions, such as virtuous behaviour or religious pilgrimages. In the modern era, persuasion is most visible in the form of advertising. The process of persuasion can be analyzed in a preliminary way by distinguishing communication as the cause or stimulus from the associated changes in attitudes as the effect or response. Analysis has led to the delineation of a series of successive steps that a person undergoes in being persuaded. The communication first is presented; the person pays attention to it and comprehends its contents including the basic conclusion being urged and perhaps also the evidence offered in its support. For persuasion to be effected, the individual must yield to, or agree with, the point being urged and, unless only the most immediate impact is of interest, must retain this new position long enough to act on it. The ultimate goal of the persuasive process is for individuals or a group to carry out the behaviour implied by the new attitudinal position; for example, a person enlists in the army or becomes a Buddhist monk or begins to eat a certain brand of cereal for breakfast. Some, but by no means all, theorists emphasize similarities between education and persuasion. They hold that persuasion closely resembles the teaching of new information through informative communication. Thus, since repetition in communication modifies learning , they infer that it has persuasive impact as well and that principles of verbal learning and conditioning are widely and profitably applied by persuaders as, for example, in the judicious repetition of television advertisements. The learning approach tends to emphasize attention, comprehension, and retention of the message. Words in a newspaper advertisement may exhibit different persuasive qualities if they are printed in red instead of in black. The approach stresses attention and comprehension. While learning and perceptual theorists may stress objective intellectual steps involved in the process of being persuaded, functional theorists emphasize more subjective motivational aspects. According to this view, humans are essentially ego-defensiveâ€"that is, human activities and beliefs function to satisfy conscious and unconscious personal needs that may have little to do with the objects toward which those attitudes and actions are directed. The functional approach would theorize, for example, that ethnic prejudice and other forms of social hostility derive more from individual personality structure than from information about the nature of the social groups. Other theories view the person confronted with persuasive communication as being in the vexing role of finding some reasonable compromise among many conflicting forces â€"e. Those who stress this conflict-resolution model frequently called congruity, balance, consistency, or dissonance theorists focus on how people weigh these forces in adjusting their attitudes. Some theorists who take this point of departure stress the intellectual aspects of persuasion, while others emphasize emotional considerations. An extension of the conflict-resolution model is the elaboration-likelihood model ELM of persuasion, put forth in by American psychologists John Cacioppo and Richard Petty. The ELM emphasizes the cognitive processing with which people react to persuasive communications. According to this model, if people react to a persuasive communication by reflecting on the content of the message and its supporting arguments, the subsequent attitude change is likely to be more firmly established and more resistant to counterpersuasion. On the other hand, if people react to a persuasive communication with relatively little such reflection, the subsequent attitude change is likely to be ephemeral. Each of the approaches considered above tends to neglect one or

more steps in the process of being persuaded and thus serves to supplement rather than supplant the others. A more eclectic and inclusive approach, growing out of information-processing theory, is oriented toward a consideration of all the options implied by the communication aspects of source, message, channel or medium , receiver, and destination behaviour to be influenced ; each option is appraised for its persuasive efficacy in terms of presentation, attention, comprehension, yielding, retention, and overt behaviour. Learn More in these related Britannica articles:

Chapter 5 : AEC/WC Persuasion as a Communication Tool

The most effective tool in persuasive communications is tapping into the the difference between persuasion, education, Learn How to Persuade.

Loebs, Frazier, Jull Goals The primary objectives related to the Master of Arts in Communication program are to help students develop the following competencies: An understanding of the history and nature of the Communication discipline. The ability to read, understand, and critique scholarly communication-related research and analysis. The ability to design and conduct original communication-related research and analysis. The ability to engage in critical thinking. The ability to communicate effectively in writing. The ability to communicate effectively through oral presentation. The ability to engage in effective applied problem-solving for personal and professional goals. The ability to construct and evaluate strategic verbal and visual messages. The ability to use effective information research strategies. Admission Requirements To be admitted to classified status, students must apply to and meet all criteria for admission to the Graduate School. Additionally, any student submitting GRE scores must have a Verbal score at the 40th percentile or higher. Program Overview The Master of Arts in Communication program is a highly flexible 30 credit graduate degree. Students typically take graduate courses in other departments to supplement work in Communication, Media, and Persuasion to build their own cohesive program of study. All students need to work with an advisor to design and approve a program of study and should contact one of the graduate faculty before registering for the first semester. Though it is possible to work at an accelerated pace, the Master of Arts in Communication is designed as a two-year program. All programs of study will be expected to reflect the following departmental standards: At least 15 credits must be from level course work. At least 15 credits must be from course work in Communication, Media, and Persuasion. Students choosing the Thesis option must take a minimum of 24 course credits plus a minimum of 6 Thesis CMP credits. How to Read Course Descriptions The bolded first line begins with a capitalized abbreviation that designates the subject area followed by the course number and title. The number of credits earned by taking the courses is also displayed. The course description is a brief summary of the purpose of the course and the topics covered. Any requisite courses are listed and could include the following: If the course can be applied towards a General Education Objective, the applicable Objective is listed. To assist with your academic planning, courses in the Undergraduate Catalog are designated according to the semester they are usually offered. Unanticipated faculty vacancies and academic program changes may affect future course scheduling. Therefore, students should always contact the academic department to verify future course offerings, especially when specific courses are needed for graduation. The following letters which appear after the course descriptions indicate the anticipated course scheduling: Introduces students to mass media theories scholars use to study the effects of media messages. Topics include nonverbal, organizational, language, family and friendship. A comprehensive exploration of mass communication law and the history of mass media. The course examines media rights of free expression and First Amendment including libel privacy, access to information, free-press, and other related topics and themes. Develops feature reporting and writing skills for magazines and web publications. Students examine classic, exemplary works of journalism and gain experience creating feature profiles, sports and travel articles, restaurant reviews, and Gonzo-style investigations. Advanced exploration of the vital relationship between communication and leader effectiveness with a focus on particular communication tools and strategies. Examines the dynamics of everyday conflicts across a variety of settings, from personal to organizational. Principles of conflict, similar across all communicative contexts, are emphasized. Theory and its application are given equal importance. Examines the communication goals and functions unique to organizational managers and leaders. Topics studied include socialization and training, leader-member relationships, incentive-based systems of motivation, employee identification and commitment, and organizational development. Exploration and reconsideration of conventional concepts of what makes a book, both in terms of narrative structure and physical form. Focus on examination of familiar forms in new ways to help students learn to approach all multi-page projects from fresh and new angles. Focuses on complex design

challenges, professional-level assignments, and design projects with multiple components. Application of research and entrepreneurial skills to seek innovative solutions for appropriate economic constituencies, users, and audiences. Professional presentations of ideas and design solutions for critique and discussion are central to this course. Examines public relations theories and skills relevant to sport. Emphasizes image management; media and community relations; critical analysis of campaigns; and written and oral presentation skills necessary for sport public relations specialists. Tactics and strategies for planning public relations programs for public and private organizations. Explores photographic concepts as they relate to visual storytelling for use within a multi-media business environment. Further, we will examine the elements and decisions required for printing a professional portfolio and establishing professional business goals. Additionally, each student will create a body of cohesive images suitable for use as a professional portfolio or a traditional art exhibit. Explores the functions of rhetoric in popular culture mass media including news, television, film, fiction, advertising, music, and the internet. Emphasizes understanding how rhetoric in these mediums reflects, influences, and interacts with the culture. Course provides students with the foundations of rhetoric by examining principle rhetorical theories from Classical, Medieval, Renaissance, Modern, and Contemporary eras. Study and application of various theories and methods of rhetorical criticism including Aristotelian and Burkeian principles. Under the supervision of professors in the various areas of communication, students will prepare reports and carry out projects designed to promote professional growth. May be repeated for up to 6 credits. Permission of instructor and department. This is an experimental course. The course title and number of credits are noted by course section and announced in the class schedule by the scheduling department. Experimental courses may be offered no more than three times. Repeatable if covering different topics. Orientation to departmental graduate program policies and expectations, overview of the communication discipline, and introduction to methods used for producing scholarly research in the field. In-depth study and analysis of selected topics related to the communication field. See instructor for specific topics. Master of Arts in Communication Admission Requirements To be admitted to classified status, students must apply to, and meet all criteria for, admission to the Graduate School. In addition, students need to score in the 40th percentile or higher in the verbal portion of the GRE.

Find Persuasive Communication program details such as dates, duration, location and price with The Economist Executive Education Navigator.

Persuasion attempts to influence or convince others to take a specific action or to reach a certain conclusion about an issue. When we argue for our point of view, we are engaging in persuasion. When we present information as part of a claim or statement, we are being persuasive. What is the difference between information and persuasion? Information can be neutral or biased, but it is generally intended to show evidence, facts and details about something. Persuasion uses information as part of an attempt to make claims or assertions designed to reinforce or change beliefs and behaviors. Think about a time when you wanted your parents to do something for you, such as buy you a special birthday gift, let you stay up late, or go out with your friends. Your attempts at persuasion probably focused on communicating specific reasons why your parents should take the action you wanted. Persuasion is a communication tool that can be adjusted to convince a single person, or to move an entire audience to a desired action. In this publication you will learn several techniques for persuasive communication. Strategies for Persuasive Communication Persuasive communication involves the use of strategies that are designed to create a convincing argument. These argument strategies include the following: Proposition-fact-evidence Logical reasoning induction, deduction, comparison Proposition-Fact-Evidence In this strategy, you begin with a basic proposition, then support that proposition with facts and forms of evidence. A proposition is a claim indicating your position on an issue. It can also be your proposed solution to a problem. Facts are statements of what is known to be true in a given situation; evidence includes any proof you have that helps you argue your main points. Evidence may include testimonials and statements that support your claim, cited documents, literature, or statistics. Common Ground Common ground refers to taking polarizing viewpoints and showing where they agree. The idea is to find enough areas of agreement to show that the two sides are more similar than different, and thus stimulate a compromise where a consensus can be reached. This strategy is particularly effective when there are two opposing sides to a controversial issue. Logical Reasoning Logical reasoning can be defined as a way of thinking. Logic is an important part of our thinking processes, although sometimes we let emotions influence our thinking. As part of a persuasive argument, the writer or speaker draws on logic and reasoning to support claims and refute or preempt objections. There are three types of logical reasoning: Induction Deduction Comparison Induction involves moving from particular facts to general conclusions. Induction occurs when a person looks at a set of facts and makes an educated guess to explain them. Induction is used in science, where the inductive reasoning a scientist makes is called a hypothesis. For example, a plant scientist might investigate which variety of plant can best withstand drought-like conditions. Drawing on a large number of factors, such as the plant type, soil, and climate conditions, the scientist uses induction to make a hypothesis about which plant might work best. Deduction is when the writer or speaker moves from the general to the particular. Deductive reasoning starts with a general principle, then applies the principle to a fact and finally draws a conclusion concerning the fact. The deduction process can be best illustrated with an often-used syllogism: All professional golfers are good athletes. Judy is a professional golfer. Therefore, Judy is a good athlete. A syllogism is a logical argument with three propositions or claims: The conclusion is a deduction made from the major and minor premises. A good deduction requires careful analysis of the premises upon which it is based. In the syllogism above, the conclusion is only true if being a good golfer automatically makes you a good athlete. Comparison is a form of logical reasoning in which writers and speakers offer choices between or among alternatives based on a set of standards or criteria. To effectively use comparison, you must distinguish clear differences and similarities between the things you are comparing. As a persuasive technique, comparisons can be used when making a recommendation or proposing an action or solution to a problem. In Extension communication, it could be comparing two practices, such as using a rain barrel or tap water to irrigate plants.

DOWNLOAD PDF PERSUASION (COMMUNICATION EDUCATION)

Chapter 7 : Persuasive Communication | Carey Business School

In this course you will discover the processes strategic communication professionals in fields such as public relations, marketing and advertising use to develop persuasive communication. More importantly you will learn strategies for evaluating your own organization's efforts at developing more persuasive messaging strategies.

Chapter 8 : Persuasion (Communication education): Ann Christine Heintz: blog.quintoapp.com: Books

Grounded in extensive cognitive research on how we learn and observe, Communication and Persuasion in the Digital Age is designed to help executives and managers become successful communicators in person and in virtual contexts: from group discussions to presentations to social media.

Chapter 9 : Communication, Media, and Persuasion < Idaho State University

Steven D. Cohen is a leading expert on persuasive communication and effective presentation skills. Cohen is an instructor at the Harvard Division of Continuing Education and holds a faculty appointment at the Johns Hopkins Carey Business School.