

COM3107: FUNDAMENTALS OF PERSUASIVE COMMUNICATION

Effective Term

Semester A 2024/25

Part I Course Overview

Course Title

Fundamentals of Persuasive Communication

Subject Code

COM - Media and Communication

Course Number

3107

Academic Unit

Media and Communication (COM)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

EN3568 Fundamentals of Persuasive Communication

Exclusive Courses

Nil

Part II Course Details

Abstract

This course aims to:

1. Introduce of the dominant principles and perspectives on persuasion.
2. Examine of the key concepts, theories, and research in the area of persuasive communication.
3. Analyze persuasive messages that occur in both interpersonal and mass mediated contexts.
4. Equip students with a set of skills in moving from theoretical persuasion analysis to the practical production of persuasive messages in a variety of professional contexts such as public relations, advertising, and health-political campaigns across a range of media.

Course Intended Learning Outcomes (CILOs)

CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Detect and discuss topics and fundamental processes underlying persuasive communication.	x	x	
2	Examine major concepts and theories in the field of persuasive communication.	x	x	
3	Critically analyze persuasive messages in various interpersonal and mediated contexts by using theories and research relating to social influence.	x	x	x
4	Apply theoretical knowledge about persuasion to the practical production of persuasive messages in a variety of professional communication settings.	x	x	x

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Learning and Teaching Activities (LTAs)

LTAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Lectures	Students are required to attend lecture regularly and on time every week.	1, 2, 3, 4
2	Readings	Students are expected to complete all assigned readings each week before attending the lecture.	1, 2, 3, 4

3	In-class discussions	Students are asked to engage in group discussions during tutorial on specific topics and/or case studies assigned by the instructor.	1, 2, 3, 4	
4	Exercises/Quiz	Each student is required to do in-class exercises and/or take a quiz. The exercises or quizzes require students to (1) identify major concepts/theories and (2) critically analyze a persuasive message by applying a theory of persuasion.	1, 2, 3	
5	Group assignment	Students are required to complete a group project in which they would apply theoretical knowledge gained from this course to a real-world persuasive communication scenario. Specifically, each student group is required to design a public campaign to enhance awareness of an assigned issue (e.g., journalism, health, science, etc.), and critically analyze and support their campaign strategies and message according to theories and research relating to persuasion.	2, 3, 4	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Participation in-class discussion: Students' active participation in class discussion through providing examples, synthesizing, analyzing, appraising and reflecting on the given persuasive messages would facilitate their learning.	1	20	

2	Exercises/Quizzes: Students will be asked to define key concepts or theories and apply them to a real-world example in the exercises or quizzes.	2	30	
3	In-class activity/Case studies: Students will be given real-life persuasive messages in the class discussion/exercises/quizzes to analyze.	3	25	
4	Group assignment: Students will need to design persuasive messages based on the theories learned in class.	4	25	

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

In-class Participation

Criterion

Attend the lecture and participate in class discussion actively

Excellent (A+, A, A-)

Students attend all lectures and take part in class discussion frequently

Good (B+, B, B-)

Students attend all lectures and take part in class discussion oftentimes

Fair (C+, C, C-)

Students attend most lectures and take part in class discussion occasionally

Marginal (D)

Students miss several lectures without justification and/or little talk part in class discussion

Failure (F)

Students miss one third of the lectures without justification

Assessment Task

Quiz

Criterion

Capacity to demonstrate knowledge of theoretical models of persuasive communication and ability to apply them to address real-life examples

Excellent (A+, A, A-)

High (full understanding of theories and research in persuasive communication)

Good (B+, B, B-)

Significant (good understanding of theories and research in persuasive communication)

Fair (C+, C, C-)

Moderate (basic understanding of theories and research in persuasive communication)

Marginal (D)

Basic (minimal understanding of theories and research in persuasive communication)

Failure (F)

Failing to reach marginal levels

Assessment Task

Class activity

Criterion

Ability to analyze and interpret a persuasive communication message based on theories and research in persuasion

Excellent (A+, A, A-)

High (present through analysis quantitatively and fully understanding on the theories and research findings)

Good (B+, B, B-)

Significant (present careful analysis quantitatively and clear understanding on the theories and research findings)

Fair (C+, C, C-)

Moderate (present analysis quantitatively and basic understanding on the theories and research findings)

Marginal (D)

Basic (present minimal understanding on the theories and research findings)

Failure (F)

Failing to reach marginal levels

Assessment Task

Group project and presentation

Criterion

Capacity to design a persuasive communication campaign to address a real-world question with knowledge in persuasion theories and research

Excellent (A+, A, A-)

High (demonstrate high ability in all phases of the project)

Good (B+, B, B-)

Significant (present reasonable capacity in major phases of the project)

Fair (C+, C, C-)

Moderate (present reasonable capacity in some phases of the project)

Marginal (D)

Basic (present basic capacity of some phases of the project)

Failure (F)

Failing to reach marginal levels

Part III Other Information**Keyword Syllabus**

Persuasion, attitude change, cognitive processing, compliance gaining, promotional communication, persuasion model, public communication, consumer behaviour, public relations, advertising, sales promotion, integrated marketing communications

Reading List**Compulsory Readings**

Title	
1	Perloff, R. M. (2023). <i>The dynamics of persuasion: Communication and attitudes in the 21st Century</i> (8th ed.). Routledge.
2	Cialdini, R. B. (2021). <i>Influence: The psychology of persuasion</i> . Harper Business.

Additional Readings

Title	
1	Dillard, J. P., & Pfau, M. W. (2002). <i>The persuasion handbook: Developments in theory and practice</i> . Sage.
2	Stiff, J. B., & Mongeau, P. A. (2002). <i>Persuasive Communication</i> (2nd ed.). Guilford Press.
3	Larson, C. U. (2007). <i>Persuasion: Reception and Responsibility</i> (12th Ed.). Belmont, CA: Wadsworth Learning.
4	Borchers, T. (2013). <i>Persuasion in the media age</i> (3rd ed.). Waveland Press.
5	Perloff, R. M. (2021). <i>The dynamics of political communication: Media and politics in a digital age</i> . Routledge.
6	Smith, P. R., & Zook, Z. (2024). <i>Marketing communications: Integrating online and offline, customer engagement and digital technologies</i> (8th ed.). Kogan Page.