

METHODS AND FORMS OF PERSUASIVE COMMUNICATION

COURSE: FIRST

SEMESTER: FIRST

TYPE: COMPULSORY

CREDITS: 3

LANGUAGE: ENGLISH

PROFESSOR: [DRA. MARGA CARNICÉ](#)

OBJECTIVES:

This course examines fundamental principles of persuasive oral and written communication with emphasis on logical development, documentation and delivery. Students will learn how to become a more skillful and effective persuader, a more critical listener and responsible receiver of persuasive communications. The study of persuasion theory will be used to strengthen each student's writing, speaking and critical thinking abilities, and to raise important questions on humans' use of language in the pursuit of persuasion. Additionally, persuasion theory will be used by students to understand the contexts in which messages are produced, disseminated, and interpreted. By the end of this course students will be able **to analyze the key components in the rhetorical contexts, to identify common problems in others' arguments and develop a persuasive communication in both public and private contexts.**

COMPETENCES:

GENERIC

- **CB2** Students can apply their knowledge and professional skills in the workplace and have necessary skills that can be demonstrated when they engage in developing and defending arguments and solve problems in their area of study.
- **CB3** Students can collect and interpret relevant data (appropriate to their discipline) in order to critically evaluate arguments and evidence, including a reflection on social, scientific and ethical aspects.
- **CB4** Students can communicate information, ideas, problems and solutions to general and specialized audience.
- **CG1** Students gain linguistic skills and can express themselves accurately and effectively in different oral and written communication situations, in languages typical of their community and in English.
- **CG3** Students can work in contexts which respect human rights, gender equality and cultural differences, and they can adopt these values in the workplace.
- **CG6** Students can solve problems, design strategies and evaluate the repercussion of the proposed solutions from theoretical and practical perspectives offered by Social Science.
- **CG7** Students can critically assess opinions, situations and behaviors, including those which are typical of their work environment.

SPECIFIC

- **CE1** - Students can spot market opportunities and new communication tendencies by using appropriate methodologies in commercial and market research.
- **CE3** - Students learn to interpret the legal framework of communication, professional ethics and deontology in marketing, advertisement and public relations, being able to apply it to companies related to those ambits.
- **CE6** - Students can listen, negotiate, persuade and communicate effectively (in various oral and written formats), applying methods typical of the business environment, such as preparing and presenting reports on specific situations in the fields of Advertising and Public Relations.

LEARNING OUTCOMES

By the end of this course, students who successfully complete the subject will be able to:

- **R2** - Express themselves naturally and efficiently in front of the camera and microphone.
- **R11** - Deal skillfully with complex situations or situations which require developing new solutions, both in academic and professional contexts within their discipline.

- **R12** - Show capacity to collect and interpret data and information in order to generate conclusions, including (if necessary or appropriate) a reflection on social, scientific or ethical aspects within their discipline.

CONTENTS:

1. Introduction to Persuasion

- Why Study Persuasion?
- Trying to define rhetoric
- Reviewing the elements of communication under rhetorical perspective: sender, receiver, channel, message, mass, audience, etc.
- Informative Speech, Persuasion and Propaganda
- Rhetoric in Politics, Religion, Advertising and Public Relations
- The Ethics of Persuasion

2. Perspectives on Rhetoric

- Beginnings of rhetoric: Greece
- Roman rhetoric
- Historical evolution of rhetoric: from Middle Age to nineteenth century
- Rhetoric since twentieth century

3. Theory of rhetorical communication

- Persuasion: objective and strategies
- Genres of rhetorical communication

- Rhetorical communication criteria: aptum, puritas, perspicuitas, ornatus.
- Verbal communication vs. Nonverbal communication

4. Structure of speech

- Phases in the elaboration of the speech
- Inventio or searching ideas
- Dispositio or adequate organization of parts
- Elocutio or verbal formulation
- Memorization of the speech
- Presentation

5. Contents of the speech

- Denotative, Connotative and Functional Axis of Words
- Rhetorical resources 1. Positioning, repetition, amplification, omission, and appellation figures.
- Rhetorical resources 2. Tropes: allegory, irony, metaphors, metonymy, personification, etc.
- Narratives and storytelling. The importance of the story
- Fallacies in Reasoning

6. Complements of the speech. Verbal and Nonverbal Support.

- Public speaking
- Making Pictures: Nonverbal Communication

- Presentations and Audio-Visual Technologies
- Expanded Channels

7. Usage of rhetorical resources in advertisement

- Approximation to advertisement
- Concept of propaganda
- Typology according to support, target, focus and design
- Dimensions of the ad
- Phases of advertisement speech
- Market Research
- Advertising strategies and tactics: companies as histories makers

EVALUATION SYSTEM:

Integral parts of continuous assessment are regular class attendance and submitting assignments done in class and administered as homework. There will be two exams with more ponderation: two partial exams exploring the aspects discussed in class, and an oral as well as written presentation about an argumentative speech chosen by the student. Both exams (weighting 50% of the final grade) and the presentation (weighting 20%) will be mandatory. It is required to obtain a minimum grade of 4 in the first exam and the presentation to be able to access the average grade and a minimum of 5 in the final exam. Furthermore, it will be necessary to have participated in one of the two other mandatory activities (Debate or Videoblog) to pass the course.

If the student pass successfully the practical part of the continued evaluation but he has failed one or the two-midterm exams, he will have the chance to recover the exams in the “complementaries” period, in order to improve the marks.

The instructor will take into account the progression of the student during the course.

AREA	DESCRIPTION	WEIGHT
Speech (written + oral presentation)	A 5-minute speech requiring academic research as well as a written preparation and speech outline containing the student's academic research and a bibliography citing a minimum of three (3) different published sources.	20%
Written evaluation	Two written exams based upon class lectures. Both exams are possible to recover in the week of recovery exams*.	50% (20% & 30%)
Team Debate	Each group (3 students) researches two topics, prepares logical arguments (for and against) and stage a debate in class.	10%
Videoblog	Students prepare a video on the topics administered by the teacher.	10%
Optional activities and class participation	<p>Improvisation: Students improvise a two-minute speech. Students will choose the topic at random just before they speak.</p> <p>Class Participation: Attendance in this class goes beyond merely showing up. The student is expected to participate, constructively contribute and learn. Audience etiquette, a positive attitude and constructive contribution play roles in the participation section of this class.</p> <p>The teacher will consider and value the progression and continuous evaluation of the student.</p>	10%
Extra activities	<p>Readings: summaries and answer the questions.</p> <p>Case study (Group): analysis of a speech</p> <p>These activities are not mandatory but they will help to the preparation for the final exam, where there will be questions related to the readings and a case study.</p>	Extra punctuation.

**The recovery exams will be during the week between January 29th and February 9th of 2018.*

METHODOLOGY:

Balancing theory and application this course is designed to help students learn key concepts as well as apply them to their persuasive communication. General requirements for this course consist of attendance, preparedness, and initiative. Because persuasion is a two-way street, group discussions and class participation will be highly valued.

The course will be delivered through a series of lectures, interactive tasks, role play activities, directed and self-managed readings, individual research and group/individual analysis of case studies.

Additionally, during the hours of personal work, the students will make a final project which they will have to present at the end of the academic period. The students will have hours of tutoring with the teacher with the purpose of supervising and guiding the development of the project.

There will also be a number of individual activities to carry out at home. Students need to keep in mind that a considerable time commitment is needed to complete the academic requirements of this subject, so it is important to plan your workload in advance.

BIBLIOGRAPHY:

- EKSIVARD, E. (2017). *Read My Lips. Rhetoric and the Power of Persuasion*. LID Publishing,
- MUÑOZ, K. y TORRUBIA ZAURÍN, J (2013). *¿Cómo me han podido convencer?- How did I get talked into this? Social and cultural dimensions of persuasion*. Universitat Oberta de Catalunya.
- BROWN, J.A.C. (2004). *Técnicas de persuasión*. Alianza editorial.
- LARSON, C. (2012). *Persuasion: Reception and responsibility*. Cengage Learning.
- CHOMSKY, N. & RAMONET, I. (2010). *Cómo nos venden la moto*. Icaria.
- HEATCH, C., & HEATH, D. (2007). *Made to stick: Why some ideas survive and others die*. Random House.
- MORTENSEN, K.W & ALLEN, R.G. (2013). *Maximum Influence*. AMACOM
- SALMON, C. (2008). *Storytelling: la máquina de fabricar historias y formatear las mentes*. Península
- TASGAL, A. (2015). *The Storytelling book*. LID Editorial.

Note: Other material, including documents and videos, will be identified on a week-by-week basis.

Actividad	Evaluación	Competencias y RA que se evalúan	Condicionante	Dedicación
<p>Actividad 1:</p> <p>Los estudiantes preparan un video corto defendiendo uno de los temas administrados por la instructora.</p>	10%	<p>Competencias: CE6 + CB3 + CB4 + CG1 + CG6 CE2 + CE6</p> <p>Resultados de Aprendizaje: R2</p>	<p>Individual</p> <p>Entrega Obligatoria en la fecha estipulada.</p> <p>No recuperable.</p>	5 horas
<p>Actividad 2:</p> <p>Cada grupo (3-4-5 estudiantes) investiga sobre un tema, prepara argumentos lógicos a favor y en contra y escenifica un debate en clase</p>	10%	<p>Competencias: CE1 + CE3 + CE6 + CB2 + CB3 + CB4 + CG3</p> <p>Resultados de Aprendizaje: R11 + R12</p>	<p>En equipos de 3 a 5 personas</p> <p>Entrega Obligatoria en la fecha estipulada.</p> <p>No recuperable.</p>	5 Horas

<p>Trabajo Final:</p> <p>Cada estudiante prepara un discurso final aplicando los criterios de retórica y comunicación persuasiva vistos durante el curso. Constará de una parte oral (escenificada en clase) y una parte escrita en la que se hará constar el trabajo dedicado al diseño del discurso y se incluirán al menos 3 referencias bibliográficas.</p>	20%	<p>Competencias: CB2 + CB3 +</p> <p>CG1 + CG6 + CG7 + CE6</p> <p>Resultados de Aprendizaje: R2</p>	<p>Individual</p> <p>Entrega</p> <p>Obligatoria final No recuperable.</p>	15 horas
<p>Parcial I: Sesiones teóricas y conceptos</p>	20%	<p>Competencias: CB2 + CB3 + CB4 + CG3 + CE3 + CE6</p> <p>Resultados de Aprendizaje: R11</p>	<p>Recuperable en complementaria siempre y cuando el estudiante haya efectuado el correcto seguimiento del resto de la evaluación</p>	15 horas
<p>Parcial II:</p> <p>Casos y Ejercicios Prácticos</p>	30%	<p>Competencias: CB2 + CB3 + CB4 + CG3 +</p> <p>CE3 + CE6</p> <p>Resultados de Aprendizaje: R11</p>	<p>Recuperable en complementaria siempre y cuando el estudiante haya efectuado un correcto seguimiento del resto de la evaluación</p>	20 horas
		<p>Resultados de Aprendizaje: R6</p> <p>#¡REF!</p>	<p>estudiante haya efectuado el correcto seguimiento del resto de la evaluación</p>	
HORAS DE CLASE:				30 HORAS
TOTAL HORAS DEDICACION:				90 HORAS