



**COMM 2014E: Persuasive Communication**  
**Online Summer 2021, 3 Credit Hours**

**Instructor:** Robert I. Carr, PhD.

**Office:** 336 Conlon (no in-person office hours for now)

**Telephone:** (978) 302-3645

**E-mail:** rcarr@fitchburgstate.edu

**Office hours and communication outside of class:** You needn't wait until you have a problem to contact me about this class. Should you have questions, need additional help, or want to discuss your coursework at any point during the semester, I will be more than happy to meet with you via a phone or Zoom conference. Please email or text me at 978-302-3645 so that we can set up a time at our mutual convenience. You are also welcome to email me anytime at rcarr@fitchburgstate.edu, which I check each weekday. In turn, I expect you to check your e-mail each weekday, as announcements via e-mail are part of our regular communication in this class. When you text or e-mail me, please be sure to include all the details I need to understand your message, and please apply an appropriate level of professionalism in your tone and writing.

**Course Description:** This course is designed to increase your understanding of persuasive communication, or messages intended to influence people's attitudes, understandings, and behaviors. As a second-level writing course, it is also designed to improve your writing, speaking, and critical thinking skills through an exploration of persuasion as it relates to the American experience.

**Zoom Class Meetings:** We will meet each Monday, Wednesday, and Friday at 8:00 PM for a one-hour required Zoom meeting. In addition, you will post your assignments to corresponding Discussion Forums on our Blackboard classroom site by 7:00 PM on the day they are due; these due dates generally correspond with our MWF class meetings (See Course Calendar).

**GE Course Outcomes:** Communication 2367 is a GE second level writing course categorized under 1A: Writing and Related Skills. The goal of these courses is to develop skills in writing, reading, critical thinking, and oral expression. This course will satisfy the following GE Course Outcomes through assigned readings, group discussions and activities, individual research and writing activities, and an oral presentation:

**Writing and Related Skills:**

Students build upon skills in written communication and expression, reading, critical thinking, and oral expression.

**Expected Learning Outcomes:**

1. Students apply basic skills in expository writing.

COMM 2367 fulfills this GE requirement by presenting opportunities for students to research, explain, and inform an audience through written assignments.

2. Students demonstrate critical thinking through written and oral expression.

COMM 2367 fulfills this GE requirement by presenting multiple lectures on theories and techniques to effectively persuade an audience. Students will evaluate information about their topic and select appropriate theories and techniques to write a persuasive paper and deliver a persuasive speech.

3. Students retrieve and use written information analytically and effectively.

COMM 2367 fulfills this GE requirement by providing opportunities for students to find and evaluate material from the library, research databases, and online. Students then select information to use in the development of their persuasive argument.

### **Second Writing Course Expected Learning Outcomes:**

1. Through critical analysis, discussion, and writing, students extend their ability to read carefully and express ideas effectively.

COMM 2367 fulfills this requirement by scaffolding information across the semester. Students begin by analyzing and discussing information about their topics. As they develop an effective written argument, they learn to read carefully and express their ideas.

2. Students further develop basic skills in expository writing and oral expression.

COMM 2367 fulfills this requirement by presenting multiple lectures on theories and techniques to effectively persuade an audience. Students will evaluate information about their topic and select appropriate theories and techniques to write a persuasive paper and deliver a persuasive speech.

3. Students develop skills in effective communication and in accessing and using information analytically.

COMM 2367 fulfills this GE requirement by providing opportunities for students to find and evaluate material from the library, research databases, and online. Students then select information to use in the development of their persuasive argument.

### **Course Objectives:**

Students who complete this course will also:

1. Understand and apply knowledge of persuasion theory and research.
2. Analyze persuasive messages in society to become more critical consumers of persuasion.
3. Understand the role of ethics in persuasion.
4. Observe and critique the effectiveness of persuasive strategies.
5. Express ideas in writing projects and oral presentations that are action-oriented, socially-conscious, and/or community-involved.

**Attendance:** Students are expected to attend class regularly, as regular attendance is one of the most important contributors to student success. However, students may occasionally need to miss class due to

illness, emergency, or caring for a sick family member. In such cases, you are responsible for notifying me of your absences and working with me to arrange to make up any missed work. I will be very accommodating to students who are experiencing pandemic-related challenges, but you must communicate your requests with me regularly and with as much advance-notice as possible. Likewise, if I should become ill or need to miss class, I will communicate with you via Email as soon as possible with clear instructions.

## **Required Texts:**

Duarte, Nancy. (2012). *HBR Guide to Persuasive Presentations: Inspire Action, Engage the Audience, Sell your Ideas*. Boston: Harvard Business Review.

Hall, Trish. (2019). *Writing to Persuade: How To Bring People Over To Your Side*. New York: LIVERIGHT.

Gallo, Carmine. (2014). *Talk Like TED: The 9 Public-Speaking Secrets of the World's Top Minds*. New York: St. Martin's Griffin.

Perloff, R. M. (2021). *The Dynamics Of Persuasion: Communication And Attitudes In The 21<sup>st</sup> century* (7<sup>th</sup> ed.). New York: Routledge.

**Course Requirements:** The overall design of the course centers on the research, development, design, writing, and presentation of a TED Talk in a staged class TED conference that will take place at the end of the semester. Course assignments will be integrated and progressive, culminating in individual papers and then presentations for our class Ted conference. The goal of each TED Talk will be to present an intransigent problem (e.g., global warming), and proceed to persuade the audience of a novel, insightful, and innovative prospective solution to it that challenges or transcends the current status quo.

**Introduction Speech: 1-2 minute video introduction.** You will introduce yourself, your hometown, and your major. You also answer one of these questions: 1) What is something you've done that you think no one else in the class has done? OR 2) What is the bravest thing you've ever done? OR 3) What would you do if you knew you would not fail?

**TED Talk Analysis:** In this essay you will analyze a Ted Talk as a means of applying concepts from the course text to the rhetorical genre of the TED Talk. This will provide you with illustrative examples of these concepts and persuasive techniques in practice, as well as a means of gaining a deep understanding of this this persuasive genre.

**Annotated Bibliography Paper:** This assignment requires you to begin researching your problem. In this paper, you will develop your ability to access, evaluate, and use credible information by identifying and summarizing highly credible sources.

**Problem of Practice Speech:** This 2-4 minute speech will share the problem you plan to study and eventually develop and innovative solution for in your TED project and talk.

**Problem Analysis Paper:** This persuasive essay requires you to examine, analyze, evaluate and explore the prospective problem for your eventual Ted Talk, thereby gaining insight into the problem, the exigence for change, and potential openings for advancing an innovative solution.

**Audience Analysis Paper and Online Discussion:** In this essay, you will summarize, analyze, and apply information from the audience survey and textbook material to develop a persuasive message that will appeal to your audience. You will also participate in group discussion to critically analyze the original ideas of your peers and improve the effectiveness of your own persuasive arguments.

**Problem, Solution, and Barriers Paper:** You will have an opportunity to revise your Problem Paper based on previous feedback from your instructor and peers. This assignment requires you to write a persuasive paper wherein you refine your problem arguments and advocate a solution. You also need to consider counterarguments and address these barriers to persuade your audience to enact your solution.

**Reflection Paper:** In this paper, you will reflect on what you learned through the class readings and assignments to consider how your experience this semester might be personally, academically, and professionally applicable.

**Persuasive Speech (i.e., TED Talk):** In this culminating assignment, you will use the knowledge you have gained from the textbook, class discussions, and previous assignments to deliver a 5-6 minute persuasive speech to your peers.

**Midterm and Final Exams:** These exams will cover the required readings, as well as any other content covered in class. They may include short answer, fill in the blank, short essays, multiple choice, true-false, and/or matching items.

**Participation:** Our class meetings will emphasize seminar discussion and interaction, which will give you regular opportunities to participate and share with the class. In addition to sharing during our Zoom class meetings, you will share written peer feedback with other students about their drafts. Finally, you will have an opportunity to ask questions, share feedback, and provide encouragement on student presentations.

**Preparation for Participation:** I will make every effort to come to class each scheduled day and to be well prepared. This means I will have read through the assigned reading(s), I will have thought about what I have read, I will have underlined and made marginal annotations on the text, and I will have organized what I hope to be an interesting set of activities for the class period. I expect that you will do the same and that you will be prepared to join the discussion.

**Grades:** The Following are the point values for each assignment:

<b>Introduction Speech:</b>	<b>5</b>
<b>TED Talk Analysis:</b>	<b>50</b>
<b>Annotated Bibliography Paper:</b>	<b>50</b>

<b>Problem of Practice Speech:</b>	<b>50</b>
<b>Problem Analysis Paper:</b>	<b>75</b>
<b>Audience Analysis Paper and Online Discussion:</b>	<b>75</b>
<b>Problem, Solution, and Barriers Paper:</b>	<b>75</b>
<b>Reflection Paper:</b>	<b>25</b>
<b>Persuasive Speech (i.e., TED Talk):</b>	<b>100</b>
<b>Midterm Exam:</b>	<b>50</b>
<b>Final Exam:</b>	<b>100</b>
<b>Participation:</b>	<b>75</b>
<hr/> <b>Total</b>	<hr/> <b>730</b>

**Due dates and late assignments:** Time management, preparation, and timely submission of your work comprise a significant dimension of your professionalism. As such, readings, writings and other activities must be completed on the day they are due. If you have a serious problem that makes punctual submission impossible, you must discuss this matter with me before the due date so that we can make alternative arrangements. Because you are given plenty of time to complete your work, and major due dates are given to you weeks in advance, last minute problems should not preclude punctual submission of your work. This being the case, **late work will lose one letter grade for each class that it is overdue.**

### **FITCHBURG STATE UNIVERSITY UNDERGRADUATE GRADING POLICY**

Describe in detail how students are to be graded (e.g., research paper – 30%, four reports – 15% each, journal entries – 10%).

<b><u>4.0</u></b>	<b><u>A</u></b>	<b><u>95 – 100</u></b>
<b><u>3.7</u></b>	<b><u>A-</u></b>	<b><u>92 – 94</u></b>
<b><u>3.5</u></b>	<b><u>A-/B+</u></b>	<b><u>89 - 91</u></b>
<b><u>3.3</u></b>	<b><u>B+</u></b>	<b><u>86 – 88</u></b>
<b><u>3.0</u></b>	<b><u>B</u></b>	<b><u>83 – 85</u></b>
<b><u>2.7</u></b>	<b><u>B-</u></b>	<b><u>80 – 82</u></b>
<b><u>2.5</u></b>	<b><u>B-/C+</u></b>	<b><u>77 – 79</u></b>
<b><u>2.3</u></b>	<b><u>C+</u></b>	<b><u>74 – 76</u></b>
<b><u>2.0</u></b>	<b><u>C</u></b>	<b><u>71 – 73</u></b>
<b><u>1.7</u></b>	<b><u>C-</u></b>	<b><u>69 – 70</u></b>
<b><u>1.5</u></b>	<b><u>C-/D+</u></b>	<b><u>67 – 68</u></b>

<u>1.3</u>	<u>D+</u>	<u>64 – 66</u>
<u>1.0</u>	<u>D</u>	<u>60 – 63</u>
<u>0.0</u>	<u>F</u>	<u>0 – 59</u>
-	<u>IN</u>	<u>Incomplete</u>
-	<u>IP</u>	<u>In Progress</u>
-	<u>W</u>	<u>Withdrawn</u>

**Faculty Feedback and Response Time:** I am providing the following list to give you an idea of my intended availability throughout the course:

- **Grading and Feedback:** For large assignments you can generally expect feedback within one week.
- **Email or Text:** I will reply to emails and Texts within 1-2 days.

**Communications:** I will share class updates and announcements by posting them on Blackboard, and concurrently distributing them as an email. To ensure you are current in the course, please read your email regularly, because you are responsible for this information, just as you are responsible for information in class.

**Discussing a Grade:** I am always willing to discuss your grades with you, but I will not do so during class time. To discuss a grade, you must meet me during office hours or make an appointment **within one week** of the assignment being returned to you.

**Credit hour and work expectation:** This is a 3-credit-hour course. According to the Carnegie Unit System, students should expect around 3 hours per week of time spent on direct instruction, in addition to 6 hours of home (reading and assignment preparation, for example) to receive a grade of “C” average.

**Discussion and Communication Guidelines:** The following are my expectations regarding how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Tone and civility:** Let’s maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn’t always come across online. I work very hard to provide a positive learning experience. Please keep this in mind and remain civilized and respectful in your email, discussion board, and face-to-face communications.
- **Email:** I prefer to meet in person to discuss any questions or concerns. Email should *generally* be reserved for issues that absolutely cannot wait or for arranging face-to-face meetings. You may email to give advance notice about university-approved absences or to explain medical/emergency absences that will be documented later per course policy. Please treat email correspondence as formal communication and be professional when you use it. Email is absolutely not the medium for negotiating special requests, addressing grade concerns, or discussing ideas for assignments; those issues must be handled in person.
- **Citing your sources:** Please cite your sources in all written communication in presentations to give credit where it is due, and to strengthen your support for what you are expressing, be it in oral or written form. (For the textbook and other course readings, list at least the title and page numbers. For online sources, include a link.)

- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Blackboard discussion forum.
- **Sign in with your first and last name** as listed on the class roster.  
(Exceptions: 1) Since enrolling in class, some students have changed their names to better reflect their gender identity. If you currently use a different name than what is listed on the official roster, please send me an email so that can be noted on the roster and you can use your current name in videoconferences. 2) If you do not have access to a computer or smartphone with internet access, call into class using a landline phone. This is not optimal; please try to locate an internet-enabled device to use for class.)
- **Stay focused.** Please stay engaged in class activities. Close any apps on your device that are not relevant and turn off notifications.
- **A note on Zoom Participation:** Feedback we have received from faculty and students from Fall 2020 strongly indicates that keeping cameras on during class improves student engagement and helps faculty better assess students' learning. In this class students are expected to keep their cameras on during class unless you have a valid reason not, which you should discuss with me ahead of time. Occasionally turning your camera off during class to attend to a distraction is fine.
- **Keep it clean.** Don't share anything you wouldn't put up on a projector in class!
- **Audio.** Mute your microphone when you are not talking. This helps eliminate background noise.

**Drafts/Workshops:** This class treats research and writing as developmental processes in which your work is the product sustained searching and study, multiple drafts, and revision. Along the way, you will share your work at various stages of this process with your classmates in a series of writing workshops; together we will work toward producing superior work for everyone. The success of these workshops, which I hope will provide you with invaluable feedback on your research, writing, and thinking, obviously depends upon your bringing completed work to class, as well as your active participation. For this reason, bringing work to class on the day it is due, showing up on time, and actively participating (including providing insightful feedback to other writers), are each significant components of your course grade.

**Academic Honesty:** Over the last decade, a handful of students (including 1 last year) have failed my courses as result of blatantly plagiarizing. Lest you ever feel even the slightest temptation to plagiarize, take note that as a professional reader and writer by trade, I find writers' personal voices and thinking patterns unique, much like fingerprints. For this reason, were you to submit work that wasn't your own, it would quite likely be rather obvious to me, so please, please, please, don't put either of us in the awkward position of having to deal with this seriously ugly situation. Also know that most of the plagiarized work I have received has not fulfilled the assignment for which it was submitted, so it would have received a poor grade had it perchance slipped by my eye. Despite these rare problems, I continue to assume my students are honest and that the work you submit is your own, until I have reason to believe otherwise. Having said this, I neither hope and nor expect this to be an issue this term – simply do your own work, make a good faith effort to properly cite any source you use, and there will never be any problem.

**Students with Disabilities and/or Special Needs:** In order to make appropriate accommodations, students with special needs must notify me, using required Disability Services forms, no later than the second class.

## **Grading Philosophy:**

Your grade will be commensurate with your overall performance, particularly the quality of your work. In other words, it will directly correspond to your real performance, with no inflation. Truly great work, great growth, and great effort will receive a great grade, and you can work back from there in terms of lower corresponding grades, with average work, average growth, and average effort earning an average grade, and poor work, poor growth, and poor work earning a poor grade. It is also worth noting that there is almost always a direct relationship between quality of work, amount of time and effort, and growth, or transformative learning. It is for this reason that I observe and care about effort and growth, but pay the closest attention to the work itself, for it demonstrates the “proof in the pudding” in a very tangible and real way that does not lie.

Out of respect for you and your high level of potential (which is impossible for you or I to know since you have not yet achieved it, but which is likely much higher than you can imagine); knowing that the professional world is a highly competitive place that will require your best; and because I have seen the extraordinary work that many hundreds of students have stretched to achieve over the years, including yours truly (since I’m a lifelong student myself), I have realistically high expectations for us all, and the grade that you truly earn will naturally reflect the degree to which you meet them. In short, grades in my classes are fair and real rather than inflated – you earn a 4.0, you receive an “A”, you earn a 2.0, you receive a “C” (nationally considered a fair or average grade), you earn a 1.7, you receive a “C minus”, straight up.

It is important that you feel empowered to do your best work and earn the highest grade possible, so please let’s work together to help you achieve it. Let’s talk about your performance, progress, and potential ways to improve whenever it might help. Furthermore, neither your grade nor how to improve it should ever be a mystery to you, so by all means let’s enjoy open communication about your performance and evaluation throughout our time together. Please feel comfortable broaching any questions or concerns you have about how you are doing, what grade you are earning, or how you can improve at any time during the semester, and please remember that I’m always here to help in any way that I can.

Finally, I urge you to keep in mind that your grade is in no way a personal matter, and certainly not a reflection of how I feel about you as a person, or even as a student. Rather, as I’ve already said, it is a mark signifying what you have earned through your work. Please also keep in mind that I am here to help you do and become your best. *I am not a gatekeeper in regards to grading, but an ally who genuinely wants to help you to achieve at a high level, thereby earning the corresponding high grade. It is for this very reason that whatever grade you receive is yours. It is not a gift from me, but something you have truly earned.* This is why you should take ownership of your grade for every piece of work that you do, and every course you take. That does not mean advocating for a grade, but putting all that you are into becoming a remarkable student, scholar, leader, and professional. If you do this, you will be very



successful in and beyond school, which will ultimately be reflected in both your grade point average and your future career.

### **Qualitative Grade Rubric for my courses:**

**A 4.0 or “A” grade is earned by demonstrating the following characteristics:** mastery of concepts and thorough knowledge of course content, including everything covered in class and the assigned course readings; consistent excellence in the overall quality of work submitted for the course; timely submission of work for the course; active participation marked by class leadership, originality, enthusiasm and healthy collaboration in class on a weekly basis; originality, insight, creativity, depth and development (i.e., deliberation and exposition), careful research and preparation; and completing an ambitious body of work produced through an organized and sustained process across the course. In short, a 4.0 or “A” grade is an excellent grade earned by demonstrating excellence in all aspects of this course.

**A 3.0 or “B” grade is earned by demonstrating the following characteristics:** Sound working knowledge of and fluency with the general concepts and main points in the course content, including the basic points of each lesson and the course readings; consistently good work submitted on time; regular participation, though not necessarily a leader in the class, with contributions demonstrating understanding, enthusiasm, and at times new ideas and perspectives; solid application of course concepts and content to assignments with moments of creativity and fresh thought, basic research and preparation; and completing a body of quality work that demonstrates the course objectives and rubrics have been met. In short, a 3.0 or “B” grade is a good grade earned by demonstrating good work throughout this course.

**A 2.0 or “C” grade is earned by demonstrating the following characteristics:** Introductory knowledge of the general concepts and course content, though usually very literal or mechanical in the understanding and application of it; consistently fair or average work submitted on time; sporadic participation with contributions that are parroting or predictable rather than offering fresh insight or new consideration; routine and often formulaic application of course concepts and content to assignments with generally derivative rather than original thought, and lacking in research and preparation; and completing a body of average work for the course. In short, a 2.0 or “C” grade is a fair or average grade earned by demonstrating fair or average work throughout this course.

**A 1.0 or “D” grade is earned by demonstrating the following characteristics:** Sporadic and incomplete knowledge of the general concepts and course content, with superficial, general, and typically pretty limited understanding; consistently poor work, sometimes submitted late; a lack of class participation, a lack of enthusiasm, and perhaps sheer quietness (e.g., a disappearing act, often behind a laptop monitor); problematic or crude application of course concepts and content to assignments, often marked by misunderstanding and lack of thought and development; poor research and preparation for course projects; poor study habits, which often include failure to study and master the assigned readings; and completing a body of poor work for the course. In short, a 1.0 or “D” grade is a poor grade earned by demonstrating poor work throughout this course.

### *Tick List for Student Success:*

- Dive right into the course and its expectations, buy your books and journal, organize course materials, and familiarize yourself with this syllabus, immediately after our first meeting.

- Attend every single class meeting and save the permitted absences for real emergencies.
- Be pro-active before and after an absence to get caught up on missed work by following the Syllabus, contacting me, and borrowing notes from a classmate.
- Come to each class with all your homework completed and in hand, and the reading assignment read, well prepared for the day's lesson and exercises, and participate actively and attentively throughout the entire session.
- Pay close attention at all times to instructions and the guidance of the professor, referring back to the Syllabus when there are questions about what is due.
- Behave professionally at all times, respecting the classroom environment and the importance of each day's lesson for all the other tuition-paying students in the room.
- Get into the collaborative workshop spirit of the course, working alongside your fellow college writers respectfully through all the steps of the writing process.
- Work carefully and accurately at all stages of the writing process, making efforts to add citations into notes and drafts so as to avoid unintentional academic dishonesty.

## **Course Calendar for Persuasive Communication, Summer 2021:**

*DP = The Dynamics of Persuasion*

*PP = HBR: Persuasive Presentations*

*TT= Talk Like Ted*

*WP = Writing to Persuade*

<b>Wk :</b>	<b>Date:</b>	<b>Topic and Activity</b>	<b>Reading Due:</b>	<b>Assign. Due:</b>
<b>1</b>	<b>M, July 12</b>	<b>Overview of course, course readings, and assignments;</b>  <b>Personal Introductions;</b>  <b>Introduce “Introduction Speech”</b>  <b>Introduction to Persuasion</b>		
	<b>W, July 14</b>	<b>Introduction Speeches;</b>  <b>Introduction to Ted Talk Analysis</b>  <b>Foundations of Persuasion</b>  <b>Ted Talk: Emotional Appeal</b>	<b>DP, Chap. 1: Intro. to Persuasion; Chap. 2: Foundations of Persuasion;</b>  <b>TT, Part I</b>	<b>Introduction Speech</b>
	<b>F, July 16</b>	<b>Introduce Annotated Bibliography Paper,</b>	<b>DP, Chap. 10, 13</b>	<b>Ted Talk Analysis</b>

		<p><b>Problem of Practice Speech, and Problem Analysis Paper for next week</b></p> <p><b>“Who Says It”: Credibility and Social Attractiveness</b></p> <p><b>Cognitive Dissonance Theory</b></p> <p><b>Ted Talk Premise: Innovation and Novel Thought</b></p>	<p><b>TT, Part II</b></p> <p><b>WP, Part I: Lessons From My Story</b></p>	
2	M, July 19	<p><b>Talk about how to study for Midterm Exam next week...</b></p> <p><b>Attitudes: Definition &amp; Structure</b></p> <p><b>The Power of Our Passions: Theory &amp; Research on Strong Attitudes</b></p>	<p><b>DP, Chap. 4, 5</b></p> <p><b>PP, Section 2: Message</b></p>	<b>Annotated Bibliography Paper</b>
	W, July 21	<p><b>Problem of Practice Speeches;</b></p> <p><b>Attitudes: Functions and Consequences;</b></p> <p><b>Attitude Measurement</b></p>	<b>DP, Chap. 6, 7:</b>	<b>Problem of Practice Speech</b>
	F, July 23	<p><b>Introduce Audience Analysis Paper;</b></p> <p><b>Review for Midterm Exam;</b></p> <p><b>Processing Persuasive Communications</b></p>	<p><b>DP, Chap. 8;</b></p> <p><b>PP, Section 1: Audience;</b></p> <p><b>WP, Part III: Winning People Over</b></p>	<b>Problem Analysis Paper</b>

<b>3</b>	<b>M, July 26</b>	<b>“Who Says It”: Charisma, Authority, and the Controversial Milgram Study;</b>  <b>Credibility and Social Attractiveness</b>	<b>DP, Chap. 9, 10</b>	<b>Midterm Exam</b>
	<b>W, July 28</b>	<b>Introduce Problem, Solution, and Barriers Paper</b>  <b>Fundamentals of the Message</b>	<b>DP, Chap 11</b>	<b>Audience Analysis Paper</b>
	<b>F, July 30</b>	<b>Individual Zoom meetings to workshop the Complete Draft of Your Problem, Solution, and Barriers Paper</b>	<b>PP, Section 3: Story;</b> <b>WP, Part II: What’s Your Story;</b>	<b>Complete Draft of Problem, Solution, and Barriers Paper</b>
<b>4</b>	<b>M, Aug. 2</b>	<b>Introduce Ted Talks, and Conference</b>  <b>Writing Workshop of Problem, Solution, and Barriers Penultimate Draft</b>	<b>TT, Part III: Memorable</b>	<b>Penultimate Draft of Problem, Solution, and Barriers Paper</b>
	<b>W, Aug. 4</b>		<b>WP, Part IV: Tips On Writing</b>	<b>Problem, Solution, and Barriers Paper</b>
	<b>F, Aug. 6</b>	<b>Talk about Preparation for Final Next Week...</b>	<b>PP, Section 6: Delivery;</b>  <b>WP, Part V: The Psychology of Persuasion;</b>	
<b>5</b>	<b>M, Aug. 9</b>	<b>Begin Ted Talks</b>	<b>PP, Section 7: Impact</b>	<b>Ted Talk</b>

	<b>W, Aug. 11</b>	<b>Complete Ted Talks</b> <b>Interpersonal Persuasion</b>	<b>DP, Chap. 14</b>	<b>Ted Talk</b>
	<b>F, Aug. 13</b>			<b>Final Exam;</b> <b>Reflective Paper;</b> <b>Course Debriefing.</b>
		<i><b>Enjoy the rest of your summer, and have a wonderful Fall Term!</b></i>		

### **POLICY ON DISABILITY**

Disability Services is the primary support system for students with disabilities taking classes in the day and evening divisions. The office is located on the third floor of the Hammond Building and can be reached at 978-665-4020 (voice/relay). If you need course adaptations or accommodations because of a disability, if you have emergency medication information, or if you need special arrangements in case the building must be evacuated, please make an appointment at the beginning of the course to talk with me. It is important that the issues relating to disabilities be discussed with me as soon as possible.

### **GRADE APPEAL**

If you disagree with the evaluation of your work or believe an improper grade has been assigned, an appeal may be followed. Please discuss the matter with the instructor and refer to the Fitchburg State University Grade Appeal Policy in the university catalog.

### **ACADEMIC INTEGRITY POLICY**

Work submitted in fulfillment of course requirements will be solely that of the individual candidate and all other sources will be cited appropriately. The university Academic Integrity Policy, as outlined in the University Catalog, will be strictly adhered to.

**Fitchburg State University** encourages all Extended Campus students to take advantage of our online student services. We have created a “virtual student center” just for you. Here you will find access to Counseling Services, Career Services, The Student Activity Center, the university bookstore and many other helpful links. You can access our student center by going to the university homepage at <http://www.fitchburgstate.edu> and clicking on Offices and Services. Scroll down and click on Extended

Campus Center. You will find links to Library Services, our Virtual Student Center and other important information.

## **FITCHBURG STATE UNIVERSITY DISTANCE LEARNING & EXTENDED CAMPUS LIBRARY SERVICES**

The Gallucci-Cirio Library at Fitchburg State University provides a full range of library services including borrowing privileges; document delivery (books and articles mailed to your home); Interlibrary Loan; reference assistance via: phone, email, IM, Blackboard's Collaborate tools, Skype and in-person; library instruction via online and in-person at extended campus sites; research help and more. Any questions relating to library services should be directed to the E-Learning & Instruction Librarian, at 978-665-3062 or [dllibrary@fitchburgstate.edu](mailto:dllibrary@fitchburgstate.edu). There is also a special section for Distance Learning and Extended Campus Services at <http://fitchburgstate.libguides.com/dlservices> outlining the wide range of services available to you and how to access them. Activate your library account online through our ILLiad system at <https://fitchburgstate.illiad.oclc.org/illiad>; from here you can access article, book, and media. Request forms to get items from our library and from other libraries. If you haven't used ILLiad before, you will need to click on the "First Time User? Create Your Account" link and set up your account.

Students who are currently registered with the university may access any of the library's subscription databases, including an increasing number with full-text, by visiting the Gallucci-Cirio Library's homepage at <https://library.fitchburgstate.edu/> and clicking on the DATABASES tab in the center of the page. Select the resource you want to access from the alphabetical or subject listing. Once you click on the database title you will be prompted for your Falcon Key logon information; this is the same logon you will use for your Fitchburg State email account and if you have any online Blackboard courses. If you do not know your Falcon Key username and password or if you have any problems logging in, contact the university's Technology Help Desk at 978-665-4500 or [helpdesk@fitchburgstate.edu](mailto:helpdesk@fitchburgstate.edu). The Library can issue you a temporary guest login to access the library's databases while the Technology Department is setting up your account: contact us at 978-665-3062 or [dllibrary@fitchburgstate.edu](mailto:dllibrary@fitchburgstate.edu)

All registered Fitchburg State University students are eligible for a Fitchburg State University OneCard ID which also serves as his/her library card. If you have not received your OneCard yet, you can still access all of our online services as long as you have activated your library account through ILLiad. After activation by the Gallucci-Cirio Library and receipt of your OneCard, students may access participating Massachusetts State College/University Libraries and you may request an ARC Card to access participating libraries in the Academic and Research Collaborative (ARC) during the current semester. OneCards are available on campus all year round. Students wanting a OneCard must either complete the online Extended Campus OneCard request form at <https://survey.fitchburgstate.edu/TakeSurvey.aspx?SurveyID=984L9n2#> or present a course registration confirmation at the One Card Office in the Anthony Building of the main campus. Please call 978-665-3039 for available times or if you have any questions about your One Card.

### **Aphorisms:**

This above all: to thine own self be true,<sup>[1]</sup> And it must follow, as the night the day,<sup>[1]</sup> Thou canst not then be false to any man. William Shakespeare

The greatest danger for most of us is not that our aim is too high and we miss it,

But that it is too low and we reach it. Michelangelo

Be a sponge. Curiosity is life. Assumption is death. Look around. Mark Parker

It is never too late to be what you could have been. George Eliot

One eye sees. The other feels. Paul Klee

Victory belongs to the most persevering. Napoleon Bonaparte

We convince by our presence. Walt Whitman

Let's give them something to talk about. Bonnie Raitt

Know thyself. Plato

When everybody zigs, zag. Marty Neumeier

Research + Analysis + Creativity = Innovation Anon.

The best thing about the future is that it comes one day at a time. Abraham Lincoln

Make no mistake: peaceful madmen are ahead of the future. Gabriel Garcia Marquez

All truth passes through three stages. First, it is ridiculed. Second, it is violently opposed. Third, it is accepted as being self-evident. Arthur Schopenhauer

Be who you are wherever you are. Be in the energy of the space. Belong to the moment. Carol Moog

Pay as much attention to the process as to the content. Michael Hirshhorn

You may have the greatest bunch of individual stars in the world, but if they don't play together, the club won't be worth a dime. Babe Ruth

Humility is not thinking less of yourself, it's thinking of yourself less. Timothy Keller

Answering questions is relatively easy. Asking the right question is more difficult. Michael Cronan

Not everything that counts can be counted, and not everything that can be counted counts. Albert Einstein

Genius is the capacity to take infinite pains. Fortune Cookie

Look into a microscope with one eye and a telescope with the other. Blake Deutsch

It is only with the heart that one can see rightly; what is essential is invisible to the eye. Antoine de Saint-Exupery

We never know what the process will reveal. Hans-U. Allemann

Dwell in possibilities. Emily Dickinson

Why not go out on a limb? That's where the fruit is. Mark Twain

Design is intelligence made visible. Lou Danziger

Unless your campaign contains a big idea, it will pass like ships in the night. David Ogilvy

Each person has his or her suchness. If we want to live in peace and happiness with a person, we have to see the suchness of that person. Once we see it, we understand him or her, and there will be no trouble.... We do not expect a person always to be a flower. We have to understand his or her garbage as well. Thich Nhat Hanh

We teach people how to treat us. Dr. Phil

The most important thing in communication is to hear what isn't being said. Peter Drucker

Choose a job you love, and you will never have to work a day in your life. Confucius

The two most important days of your life are the day you were born and the day you figure out why. Mark Twain

If we all did the things we are capable of doing, we would literally astound ourselves. Thomas Edison

Never doubt that a small group of committed people can change the world. Indeed, it's the only thing that ever has. Margaret Mead

Only those who will risk going too far can possibly find out how far one can go. T.S. Eliot

The voyage of discovery lies not in seeking new horizons, but in seeing with new eyes. Marcel Proust

It had long since come to my attention that people of accomplishment rarely sat back and let things happen to them. They went out and happened to things. Leonardo da Vinci

And you live life with your arms reached out, Eye to eye when speaking. Enter rooms with great joy shouts, Happy to be meeting... Bright as yellow, Warm as yellow. Karen Peris

The game slows down when you're prepared. When you are not prepared, everything seems to speed up. Derek Jeter

Some people have a wonderful capacity to appreciate again and again, freshly and naively, the basic goods of life, with awe, pleasure, wonder, and even ecstasy. Abraham H. Maslow

Gratitude is happiness doubled by wonder. G.K. Chesterton

There are two ways to live your life. One is as though nothing is a miracle. The other is as though everything is a miracle. Albert Einstein