

**Communication 338 - Special Topics In Public Relations:
Persuasion In The Public Arena
12:35-1:50, Tuesday/Thursday
Room 236 (CAC)**

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Office Hours: Weds 1:00-3:00pm and by appointment

Course Description:

In this course, we play with ideas. Each class begins with an open discussion of relevant current events and features a continuing dialogue on how information circulates and resonates. The text, *Made to Stick*, should help guide our discussion in the first several weeks.

The second half of the course utilizes outside readings to evaluate persuasion in a variety of spaces. We will also examine the persuasive appeals made in the 2016 election. Your success in the course depends upon your ability to synthesize the readings, contribute to class discussions, and apply concepts learned in the course to each assignment.

You will have several opportunities to enhance your professional presentation skills through individual and group work. By the end of the semester, you should feel more comfortable engaging in sophisticated appraisals of how information moves and connects, what people find credible, and why.

Required Text:

Heath, C., & Heath, D. (2007). *Made to stick: Why some ideas survive and others die*. New York: Random House.

All other required readings will be made available online.

Attendance Policy

Attendance is mandatory. Treat this class as you would a job.

On occasion, an absence is unavoidable. As a general rule, it is always better to notify someone before you will be absent, rather than after.

If an explanation is reasonable and the absence is rare, the course grade will not be affected. Excessive tardiness and/or absences will result in reductions in your professionalism grade.

Late Work

Deadlines matter in the workplace, and there are consequences if you fail to deliver. Work submitted after the deadline has passed will receive a 20 percent deduction. For each subsequent 24-hour period that elapses, an additional 5 percent will be deducted until the assignment is turned in.

Course Requirements

ASSIGNMENT	POINTS
Participation	50
Mini Case Study	50
Paper #1 (Reflection)	25
Paper #2 (Stick/Spread)	25
Quiz #1	50
Paper #3 (H&H)	25
Paper #4 (Race for the WH)	25
Quiz #2	50
Case Study	100
Final	100
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TOTAL	500

Grading

Work will be graded against a publication standard.

An "A" is Outstanding. This grade rewards work that is of a professional caliber. The writing is clear, organized and precise, and requires virtually no editing. Any edits are relatively cosmetic and subjective. In short, the work would not require changes prior to being submitted to a client or editor.

A "B" is Good. This grade reflects work that could be raised to professional standards without extensive editing. The work needs minor revisions in terms of reorganizing, rewriting and/or reformatting. A "B" doesn't necessarily have anything wrong, but does have identifiable areas for improvement.

A "C" is Adequate. This work indicates a relatively significant problem in at least one area, such as research, analysis, grammar, strategy, or formatting. It does not measure up to professional quality but might be saved with extensive revisions. This is work that a boss might consider a first draft.

A "D" is Unacceptable. This work is substandard, even for a classroom setting. The research and analysis may be unprofessional, the writing may be unclear, and/or ungrammatical. The work may contain factual errors and/or critical omissions, or may show little concept of basic strategic judgment.

An "F" is Failing. This grade reflects completely unacceptable work, and conveys the impression that the student did not take the assignment seriously.

Plagiarism and Academic Misconduct

You are expected to do original work. Recycling work you have previously done is known as self-plagiarism. When you use information or images that you did not create, you need to indicate that.

Section 14.03 of the UWSP code defines academic misconduct as occurring when a student takes any of the following actions:

- ◇ Seeks to claim credit for the work or efforts of another without authorization or citation;
- ◇ Uses unauthorized materials or fabricated data in any academic exercise;
- ◇ Forges or falsifies academic documents or records;
- ◇ Intentionally impedes or damages the academic work of others;
- ◇ Engages in conduct aimed at making false representation of a student's academic performance; or
- ◇ Assists other students in any of these acts.

The potential consequences of academic misconduct include failing the class, being placed on disciplinary probation, being suspended, or being expelled from UWSP.

The stakes are far too high to take risks in this area. Let me know if you need clarification.

Beyond the ethical considerations, part of the fun in this class and in the field is playing with ideas. It is far more rewarding to be inspired and find your own voice than it is to steal someone else's effort and hope you don't get caught. It's a better way to live; as Mark Twain put it, "If you tell the truth, you don't have to remember anything."

Additional Resources

The [Mary K. Croft Tutoring-Learning Center](#) offers assistance with writing, technology, and study skills. It is located in room 018 of the Learning Resource Center (in the basement of the library), and you can set up an appointment by stopping by or calling 715-346-3568.

Any student who anticipates they may need an accommodation based on the impact of a disability (including mental health, chronic or temporary medical conditions) should contact me privately to discuss specific needs.

The [Disability and Assistive Technology Center](#) offers assistance and documentation for students with disabilities. It is located in room 609 of the Learning Resource Center. You can contact them at 715-346-3365 or via email at datctr@uwsp.edu. Students registered with the DATC may provide their Notice of Accommodation letter (yellow forms) during office hours, via email, or after class.

The [UWSP Counseling Center](#) is available to help you deal with the stresses of college life. There are licensed mental health professionals who can help. It is located on the 3rd floor of Delzell Hall at 910 Fremont Street. Contact them at 715-346-3553, or via email at counsel@uwsp.edu.

SCHEDULE

Subject to change. Students are responsible for noting changes announced during class.

*Readings listed on a particular date should be completed before class begins.

*Assignment denotes something that will be discussed & assigned that day.

*Due indicates an assignment is due before class begins that day. If "in-class" is mentioned, that assignment will be assigned and due on that day.

Week 1 - First Impressions

Tues., Sept. 6 - Introductions, Course Overview

*Assignment - Paper #1

Thurs., Sept. 8 - PKG Roundtable.

*Due: Paper #1.

Week 2 - Stickiness & Spreadability

Tues., Sept. 13

*Readings:

H&H - What Sticks? (Introduction): pp. 3-24

Thurs., Sept. 15

*Readings (Available Online):

Jenkins, Ford & Green (2012). Chapter 1 Why Media Spreads - pp. 12-47.

*Assignment - Paper #2.

Week 3 - Simple & Unexpected

Tues., Sept. 20

*Due: Paper #2

*Readings:

H&H - Simple (Ch. 1): 25-62

Thurs., Sept. 22

*Readings:

H&H - Unexpected (Ch. 2): 63-97

Week 4 - Concrete & Quiz

Tues., Sept. 27 -

*Readings:

H&H - Concrete (Ch. 3): 98-129

Thurs., Sept. 29 - Quiz #1 / Mini-Case Study Preview

Week 5 - Credible & Emotional

Tues., Oct. 4

*Readings:

H&H - Credible (Ch. 4): 130-164

*Due: Mini Case Studies:

1. Reynolds - More Doctors Smoke Camels
2. NDCP - This is your brain on drugs
3. American Legacy: Truth
4. Modcloth: Truth in Advertising Movement

Thurs., Oct. 6

* Readings:

H&H - Emotional (Ch. 5): 165-203

*Assignment: Paper #3

*Due: Mini-Case Studies:

5. U.S. Army: Be all you can be
6. Reagan: Morning in America
7. Obama: Yes We Can

Week 6 - Telling Stories / H&H Reflection

Tues., Oct. 11

*Readings:

H&H - Stories (Ch. 6): 204-237

TEDx Talks: Andrew Slack (2011) - The strength of a story

<https://www.youtube.com/watch?v=Rq5NbWmyGWk>

*Due: Mini-Case Studies:

8. Taco Bell - Doritos Locos Tacos

9. McDonald's - #McDStories

10. Kate Spade - #Missadventure

11. Kony 2012

12. Metro Trains: Dumb Ways to Die

Thurs., Oct. 13 - Guest Visitor

*Readings: H&H - What Sticks (Epilogue + Reference Guide): 238-257

*Due: Paper #3

Week 7 - Sports, Entertainment & Product Placement

Tues., Oct. 18

* Readings (Available Online):

* Laura O'Reilly, "WWE's chief brand officer Stephanie McMahon tells us the 3 magic qualities of a superstar and reveals her favorite wrestler of all time," *Business Insider*, June 2016: <http://www.businessinsider.com/wwe-stephanie-mcmahon-interview-2016-6>

* Darren Rovell, "LeBron James-sponsored tweets valued at \$140K, or \$1K per character," *ESPN.com*, Aug. 20, 2015: http://espn.go.com/nba/story/_/id/13470682/lebron-james-sponsored-tweets-232-million-followers-cost-140k

* Eitan Levine - "Former Instagram model edits her posts to reveal truth behind the photos. *Elite Daily*, Nov. 2, 2015: <http://elitedaily.com/social-news/former-model-reveals-truth-fake-instagram/1268924/>

Thurs., Oct. 20

*Readings (Available Online):

* Stuart Elliot, "Product placement on reality TV seems somehow more realistic," *The New York Times*, Jan. 23, 2008:

http://www.nytimes.com/2008/01/23/business/media/23adco.html?_r=0

* Steve Rose. "As seen on TV: Why product placement is bigger than ever."

June 24, 2014: [https://www.theguardian.com/tv-and-](https://www.theguardian.com/tv-and-radio/2014/jun/24/breaking-bad-tv-product-placement)

[radio/2014/jun/24/breaking-bad-tv-product-placement](https://www.theguardian.com/tv-and-radio/2014/jun/24/breaking-bad-tv-product-placement)

* Yvonne Villarreal, "Hulu's delicate dance with advertisers and consumers," *Los Angeles Times*, June 7, 2016:
<http://www.latimes.com/entertainment/envelope/cotown/la-et-ct-hulu-product-placement-20160531-snap-story.html>

Week 8 - Fan Studies

Tues., Oct. 25

*Readings (Available Online):

* Tricia Gilbride. "How Lonelygirl15 taught us to doubt everything on the internet," *Mashable*, June 16, 2016:

<http://mashable.com/2016/06/16/lonelygirl15-ten-years-later/#v10dUSLY1EqI>

* Alana Massey. "Your imaginary relationship with a celebrity" *Pacific Standard*, April 24, 2015: <https://psmag.com/your-imaginary-relationship-with-a-celebrity-26ef97ef7c13#.2ynxmbxj1>

* Wiki Page on Parasocial Interaction:

https://en.wikipedia.org/wiki/Parasocial_interaction

Thurs., Oct. 27

*Readings (Available Online):

* Henry Jenkins. "On anti-fans and paratexts: An interview with Jonathan Gray (Part One), March 4, 2010: http://henryjenkins.org/2010/03/on_anti-fans_and_paratexts_an.html

* Henry Jenkins. "On anti-fans and paratexts: An interview with Jonathan Gray (Part Two), March 8, 2010: http://henryjenkins.org/2010/03/on_anti-fans_and_paratexts_an_1.html

Week 9 - Political Campaigns

Tues., Nov. 1

*Readings (Available Online):

Cicero / James Carville, "Campaign Tips from Cicero," *Foreign Affairs*, May/June 2012, pp. 18-28

*Assignment - Paper #4 - Race for the White House

Thurs., Nov. 3 -

*Due: Electoral College predictions

*Due: Paper #4

Week 10 - 2016 Election Extravaganza

Tues., Nov. 8 - Election Week Roundtable

Thurs., Nov. 10 - Election Week Roundtable

Week 11 - Quiz & Case Study

Tues., Nov. 15 - QUIZ #2

Thurs., Nov. 17

Case Study Overview

Get in groups and generate ideas for a case study - top 2 choices due.

Week 12 - Flex & Turkey

Tues., Nov. 22 - Flex Period

Thurs., Nov. 24 - NO CLASS - THANKSGIVING BREAK

Week 13 - Meetings & Case Study Presentations

Tues., Nov. 29 - MEETINGS - No class. Instead, set up at time to meet with me and discuss your case study.

Thurs., Dec. 1 - CASE STUDY 1 / CASE STUDY 2

Week 14 - Case Study Presentations

Tues., Dec. 6 - CASE STUDY 3 / CASE STUDY 4

Thurs., Dec. 8 - CASE STUDY 5 / CASE STUDY 6

Week 15 - Case Study Presentations

Tues., Dec. 13 - CASE STUDY 7 / CASE STUDY 8

Thurs., Dec. 15 - Last Day of Class - Wrap-up & preview of Final

Week 16 - Final

Let me know if you have questions - I'm here to help!

-nathan