

Persuasive Writing

ADV 1196-711
Summer I 2021

Klein College of Media and Communication
Temple University

DELIVERY INFO

Asynchronous delivery with due dates
No scheduled meetings
Delivered online via Canvas LMS at
<https://templeu.instructure.com/courses/93901>

INSTRUCTOR

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COURSE DESCRIPTION

As the next generation of consumers and persuaders, your ability to both evaluate and construct arguments will determine, in large part, how successful you are in your chosen profession, and whether you will thrive as a thoughtful, involved, and informed global citizen. In this course, as we explore various genres and types of persuasive writing, we will simultaneously discuss basic principles of rhetoric and argumentation, as well as using personal choices related to style and voice to embellish and enhance persuasive attempts.

OBJECTIVES

Students that successfully complete this course will:

- Improve their writing, comprehension, and critical thinking skills
- Develop a written voice that reflects their own personal style
- Become adept in writing confidently and precisely in a variety of genres
- Acquire a foundation in techniques of argumentation and rhetoric
- Develop skills that enable decoding and evaluation of persuasive messages
- Become better at recognizing and weighing opportunities for influence
- Become better at employing effective strategies for building support

The "Fine Print"

Passing this course yields 3 credit hours. Delivery of the course will be online via Canvas and other relevant platforms as noted. There are no prerequisites for this course. If you are not an ADV major and you are taking this class to fulfill a major requirement, check with your home department to ensure that ADV 1196 is cross-listed and will be accepted.

Please note that this course has been designated as a writing-intensive **w-course** by Temple University, and as such has been designed to fulfill the requirements expected for such a designation.

TEXTBOOKS & MATERIALS

One textbook is required for this class:

Heinrichs, J. (2020). *Thank you for arguing: What Aristotle, Lincoln, and Homer Simpson can teach us about the art of persuasion* (4th ed.). Crown.

You may obtain and use any version of the text that you prefer (e.g., ebook vs. paperback). The text is less than \$20 either way and is widely available. You may also choose to obtain the 3rd edition, though the material order is not exactly the same.

Additional assigned and supplemental materials will be available through Canvas and the Charles Library's digital Course Reserves system, also accessed through Canvas.

TECHNOLOGY REQUIREMENTS

The current nature of higher education requires enrolled students to (1) have on-demand access to a reliable computer, (2) be familiar with the basic operation of that computer and its various functions, and (3) be familiar with, and prepared to utilize, the software and services identified below.

Limited resources are available for students who do not have the technology they need for their classes. Students with educational technology needs (e.g., no computer, no webcam, insufficient internet access) should submit a request outlining their needs using the Student Emergency Aid Fund application at https://temple-advocate.symplicity.com/care_report/index.php (select "Student Affairs Emergency Fund Application" from the available options). The university will endeavor to meet needs (e.g., long-term loan of a laptop, etc.).

HIGH-SPEED INTERNET CONNECTION

A reliable broadband connection is vital in order for you to be able to access video and streaming content that may be assigned. If you do not have a reliable connection at home, you are urged to come to campus, if at all possible, to utilize our high-speed service. If this is not possible, please submit an application to the Emergency Aid Fund mentioned above.

WEB BROWSER

Using your smartphone as the primary means by which you access this course is *not* recommended, given the amount of writing that you will be doing. Rather, you should plan to access

Canvas via an up-to-date web browser such as Google Chrome, Apple Safari, or Mozilla Firefox.

Your computer likely already has at least one browser installed (probably Safari if you are using a Mac, or Microsoft Edge if you are using a Windows PC), but it is a good idea to download and install at *least* one more in order to have an alternative in case you encounter difficulties. Popular choices include [Google Chrome](https://www.google.com/chrome/) and [Mozilla Firefox](https://www.mozilla.org/en-US/firefox/). All legitimate browsers are available for free; simply download and install.

CANVAS

Canvas is Temple's "learning management system" (LMS). Students are automatically added to Canvas courses after their enrollment is confirmed.

You can access all of your Canvas courses at <https://canvas.temple.edu>. Alternatively, the direct URL for this specific course is <https://templeu.instructure.com/courses/93901>. You will be required to log in using your AccessNet username (i.e., the three-letter, five-digit code assigned to you, such as `tu#12345`) and password. It is your responsibility to routinely check Canvas for updates; this is also where you will submit assignments, access your grades, post and receive feedback on assignments, etc.

Course-related announcements will be posted to the Announcements page on Canvas. To ensure you don't miss any announcements, I encourage you to update your Canvas notification settings so that you automatically receive a notification (either via email or text message) whenever new announcements are posted. Follow the instructions posted at kln.pw/adp to learn how to do this.

WORD PROCESSING SOFTWARE

Dedicated word processing software such as Microsoft Word is strongly encouraged, and written assignments must be submitted in the Word file format (.doc or .docx) or as PDFs, unless otherwise noted. Files generated in Apple Pages or Google Docs or other programs that have not been correctly exported or converted are not compatible with the Canvas system and will not be correctly processed.

Microsoft Office 365, which includes Word and Excel, is available to Temple students at no charge while enrolled, and the license remains valid for one year after graduation. Visit <https://its.temple.edu/office-365> for download and installation instructions.

If you are simply not familiar with how to use Microsoft Word (or other Office programs), you are

strongly encouraged to spend some time familiarizing yourself with it, as it is (for better or worse) the *de facto* word processing program used in businesses of all kinds and sizes worldwide. You may wish to complete a Word training course via LinkedIn Learning, formerly known as Lynda.com, accessible at <https://linkedinlearning.temple.edu/>.

PDF READER SOFTWARE

Readings are likely to be provided as Portable Document Format (PDF) files, a widely-used file standard developed by Adobe. Both Windows and MacOS can natively open PDF files, but you are strongly encouraged to download and install the free Adobe Acrobat Reader, which you can get at <https://get.adobe.com/reader>, as some PDF files are not rendered properly by MacOS Preview or Windows Viewer.

EMAIL

I will send email related to the course to your temple.edu email address. The subject line for any messages related to the course will typically begin with [ADU1196] so you can recognize them right away. You should check for new emails (including checking your Spam folder—the Temple spam filter is notoriously overzealous) *at least* once a day.

CLASSROOM CULTURE

A successful learning environment requires active engagement on the part of all students. This means you are required and expected to engage with me and the rest of the class, complete assignments, and materially participate in class activities, unless a documented learning disability prevents you from doing so. This is especially true of asynchronous courses like this one; it is very easy to think of an asynchronous class as a lower priority or somehow “less important” because of its unscheduled, semi-structured nature. Don’t let this fool you! Be diligent about scheduling work and study times, and carefully observe due dates.

ACADEMIC FREEDOM & COMFORT ZONES

In this course (as with all courses), it is likely that some material or conversations may push you outside of your everyday “comfort zone.” Humanistic education is based on the idea that “nothing human is alien to me,” even when ideas may sometimes *seem* alien. When this happens, understanding can only occur *after* examining an idea—even (and perhaps even especially) when it makes you uncomfortable. This is

how we go about enlarging our subjective experience and knowledge; discomfort is actually instructive, and not an emotion to be avoided altogether.

Therefore, you should not be surprised if, at some point, you feel uncomfortable in this or another classroom. This is normal, and should perhaps even be anticipated—even welcomed. When it does occur, rest assured that you still retain your right to be *safe*, meaning your voice will always be respected and acknowledged.

In other words, any point of view, when respectfully offered, will be respectfully received, though it may be challenged. It is your right to enjoy freedom of expression and participate in vigorous discussions of contrary viewpoints, but it is also your responsibility to uphold and protect these same rights for your fellow students... even, and especially, when you do not agree with them!

LATE ASSIGNMENTS

As noted above, because this course is asynchronous, and because the summer terms are truncated, it will be absolutely crucial for you to observe specified due dates. Many assignments’ due dates will appear in the Canvas system’s “To Do” list, but you should NOT rely on this as your only guide to what you are responsible for! You should check the course home page every day to ensure you have completed all modules and their content on time... and if you aren’t sure about when/if something is due, *ask me!*

Work will generally be due by 11:59 PM Eastern Time on the date specified, unless otherwise noted. Any work submitted after the expected due time will automatically be marked as late by Canvas.

Canvas will also automatically apply a penalty deduction of 20% per day (waivers of this policy are at my discretion). If you know you will be unable to meet a given deadline, please let me know in advance, and make arrangements to submit your work on time.

If you need more time to complete an assignment, please ask—though extensions are not automatic, and I make these decisions on an as-needed basis.

If you forget to complete an assignment, you can expect to see a grade of zero (“0”) entered on Canvas. As one of my mentors was fond of saying, “A failure to adequately plan on your part does not constitute an emergency on my part!”

COURSE COMPONENTS

Below you will find basic details on the different components you will encounter during this course.

CHECKPOINTS

A number of the things that you will be responsible for completing are designated as “checkpoints.” They aren’t really accurately described as assignments; rather, they are generally simple and straightforward activities intended to ensure that you are following the material adequately and keeping pace with the rest of the class, or that are prerequisites for upcoming activities. While they aren’t “graded,” they are nevertheless important. Don’t blow them off—these tasks also frequently help me to flag students who may be struggling.

LECTURES & DISCUSSIONS

Lectures (such as they are) and discussions may vary in how they are offered. Some may take the form of video recordings or presentations via online means (e.g., message boards, VoiceThread), while others may be primarily text-based pages for you to read and think about. Regardless of format, you are expected to participate and contribute just as you ordinarily would in person.

WRITING EXERCISES

Short exercises that are designed to be completed and submitted within a very short window (typically 24 hours). They will vary widely, so be sure to carefully read and follow all instructions!

TERM PROJECT

A substantial written project that will be submitted in lieu of a final exam. (That’s right, there is no final exam for this class... that’s a relief, isn’t it?) You will be given a choice of one of several options and a range of topics. Development of the project will begin early in the term and will require successful completion of a number of milestones along the way.

GRADING

The grading policies for this course are perhaps the most unusual aspect of how it will be run. In short, you are *guaranteed* a grade of “B” so long as you meet the requirements laid out in the Grading Contract that you will receive during the first few days of class, which explains the requirements in detail. Your (digital) signature will serve as a confirmation of your understanding of, and agreement to follow, the terms specified.

This approach means that I will provide feedback on your assignments, but the feedback will primarily serve critical and instructive purposes, and will not be tied to a grade. Instead, you can expect your work to be categorized in one of three ways:

Exceeds expectations, meaning that your work is of the caliber that would ultimately lead to an “A” grade for the term. These may be marked with a “score” of 8-10 points.

Meets expectations, meaning you appear to be on track to fulfill the contract and earn a “B.” These may be marked with a “score” between 6-8 points.

Does not meet expectations, which should serve as a warning signal—one or more elements of the assignment as submitted do not appear to be living up to the spirit or the letter of the contract. These may be marked with a “score” of less than 6 points.

Note that this method of grading means that the “grades” you will see on Canvas are NOT going to accurately reflect the reality of your final grade. Instead, focus on the marks as explained above, and make certain that you have met all the conditions of the contract.

WHY ARE GRADES BEING DONE THIS WAY?

Too many students are afraid of writing—specifically, they are afraid of making mistakes and failing, instead of taking chances and working to find their own voices as writers. Far too often, students are overly concerned with trying to satisfy the professor or the parameters of some particular assignment, and the grade becomes more important than the process. Writing is something that you must continually work at; it is *hard*, and it takes time, and eliminating worries about grades should allow you to sink your teeth into the writing process and experience it from a new perspective. I want you to feel entitled to “mess up royally” and subsequently hear the worst from me, but also NOT worry that you’re going to fail as a result!

HOW DO I GET AN “A?”

You must first meet ALL the conditions of the contract—*every one of them*—and then exceed them (i.e., go “above and beyond” the basic expectations). It’s that simple.

ADDITIONAL POLICIES

These additional policies may or may not apply to you, or to this specific course; they are provided as required by the University and for your convenience. Please review them at your leisure.

MY COMMITMENT TO YOUR SUCCESS

I always fear at the end of each semester that I might hear from students who feel that they weren't adequately empowered to succeed. If, at any time, you do not understand an assignment or a task, you are uncertain why we are doing something, or if you just feel that you need more individualized attention in order to do your best, *please let me know* so that I can work with you to find ways to help you do your very best. My job is to serve as your guide through this material, not to throw up roadblocks in your way, so do not be afraid to approach me if you need to do so!

ACADEMIC HONOR CODE, PLAGIARISM, AND CHEATING

The academic honor code is articulated in the [University Policies & Procedures Manual](#) as follows:

Temple University believes strongly in academic honesty and integrity. Essential to intellectual growth and the university's core educational mission is the development of independent thought and respect for the thoughts of others. Academic honesty fosters this independence and respect. Academic dishonesty undermines the university's mission and purpose and devalues the work of all members of the Temple community. Every member of the university community is responsible for upholding the highest standards of honesty at all times. Students, as members of the community, are responsible for adhering to the principles of academic honesty and integrity.

Cheating or plagiarism on any examination or assignment may result in automatic failure of the course and recommendation to the University Disciplinary Committee for further disciplinary action. Plagiarism and cheating are serious offenses that carry severe repercussions, and will not be tolerated.

RECORDINGS & PROPRIETARY COURSE MATERIALS

With the permission of the instructor, students may make recordings of class meetings and lectures solely for their own personal study, review, and reference. Recordings are not to be reproduced, shared, or resold.

Additionally, handouts, outlines, slide decks, study guides, exams, and other similar documents are

the intellectual property of the instructor and, by extension, the university, unless otherwise noted. They may not be used for any commercial purpose, sold or resold, or repackaged; this includes the sale of notes to retail distributors who reproduce them for resale to other students. Students who violate this policy may be subject to disciplinary action under the appropriate university policies.

UNIVERSITY TECHNOLOGY POLICY

The Temple University Technology Usage policy, found online at <https://its.temple.edu/technology-usage-policy>, outlines information regarding unauthorized access to resources, disclosure of passwords, and account sharing.

STUDENTS WITH DISABILITIES

Temple University is committed to the inclusion of students with disabilities and provides accessible instruction, including accessible technology and instructional materials. The process for requesting access and accommodations is as follows:

Contact the Office of Disability Resources and Services to register & request accommodations. DRS is located in 100 Ritter Annex on Cecil B. Moore Avenue. See <https://www.temple.edu/disability> for more info (drs@temple.edu, 215-204-1280). DRS will consult with me as needed about essential components of the program.

Once this consultation is complete, please arrange to provide me with a DRS accommodation letter; we can discuss the accommodations individually as needed.

BASIC NEEDS

Any student who has difficulty affording groceries or accessing sufficient food to eat and believes this may affect their performance during this course is urged to [contact the Dean of Students](#) for support, and to be connected with resources on and off campus that are intended to help with these kinds of situations.

UNIVERSITY POLICY ON STUDENT & FACULTY RIGHTS & RESPONSIBILITIES

Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has adopted a policy on Student and Faculty Academic Rights and Responsibilities, which can be reviewed at http://policies.temple.edu/getdoc.asp?policy_no=03.70.02.