COMMERCE CAMPUS

Communication Studies Program

Department of History & Liberal Studies

COMS 312 Section 01e

Persuasion

COURSE SYLLABUS: Spring, 2026

Course Instructor: Stephen A. Furlich, Ph.D.

Class Time: On-Line

Office: Ferguson Social Sciences First Floor: Room 131

Office Hours: (Tues./ Thurs. 8:00-9:30AM, 12:15PM-2:00PM).

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"Having knowledge but lacking the power to clearly express it is no better than never having any ideas at all." Pericles

Communication Studies B.A./B.S.

The Communication Studies program is designed as an area of study to apply scholarly communication research for a variety of careers and personal goals in an interconnected world.

Two general goals of the program for graduates are:

1.   Each graduate will be the most communicatively informed person in every communication situation they find themselves in, such as understanding others verbally and nonverbally in professional and personal situations.

2. Each graduate will be the most effective communicator verbally and nonverbally in each communication situation they find themselves in, such as professional and personal contexts. Furthermore, an essential part of effective communication is the ability to communicate strategically verbally and nonverbally to accomplish one's goals.

"Life is 10% what happens to you and 90% how you respond to it."

Lou Holtz, Notre Dame Football Coach (Retired)

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbooks Required:

Textbook and resource materials:

Book 1. Mlodinow, L. (2013). *Subliminal how your unconscious mind rules your behavior*. New York, N.Y. Pantheon.

Book: 2. Robert B. Cialdini (2018) *Pre-Suasion: A Revolutionary Way to Influence and Persuade* Simon & Schuster.

Book: 3. Boster, F. J., Carpenter, C. J., Kotowski, M., & Shaw, A. (2024). *Science of Gaining Compliance*. Cognella Academic Publishing

University Course Catalogue Description

This course overviews proven science based persuasive communication strategies in personal and professional areas. Also covered are how to create the key moments to prepare others to become more receptive to focusing on your persuasive appeals. Professional areas include sales, public relations, law, and advertising.

E-Mails: Label your Name, Class, and Section number, Examples: Smith, 312-01W, in e-mails such as in subject lines.

Student Learning Outcomes: This course explores theory and principles of effective persuasive communication while providing an emphasis on skills development. Specific attention is given to the recognition of persuasive communication. General student learning outcomes include the following: At the end of this course students will

1. Apply theory and practice in persuasion.

2. Students will be able to describe the role of subliminal messages with persuasive messages effectiveness.

3. Students will be able to differentiate the effectiveness of different compliance gaining strategies.

4. Describe the role of technology in persuasion.

5. Students will utilize various fundamentals and tools of effective persuasive communication.

6. Students will be able to critically analyze the persuasive attempts of others.

7. Students will be able to distinguish effective persuasive skills in various contexts.

8. Students will be able to analyze, evaluate, or solve problems when given a set of circumstances, data, texts, or art.

9. In written, oral, and/or visual communication, A&M-Commerce students will communicate in a manner appropriate to audience and occasion, with an evident message and organizational structure.

8. Students will understand and practice academic honesty.

9. Students will demonstrate an understanding of societal and/or civic issues.

Prerequisites: None

Course Requirements

Minimal Technical Skills Needed

Using MyLeao DL2 Bright Space, Microsoft Word, Power Point

Student Responsibilities

Submit Assignments through MyLeo DL2 Bright Space in Content, Assignments, Appropriate envelopes

GRADING

Assignments will be submitted electronically through D2L Brightspace and must be received by 5:00 P.M. Central Friday the week it is assigned. This includes discussion postings. Please note the last week of class for Test 3. **Please do not send an e-mail asking if your paper was received until at least 1 week after it is due.** Answering e-mails about receiving the papers slows down the process of grading speeches. **An e-mail from the Instructor to ALL students will be sent AFTER ALL papers have been graded to notify the class that paper assignment grades have been posted.**

Please Label All Submitted Assignments with your Name, Section, & Assignment Number. Examples: Smith, 201-01W Paper 2. Please also use these labels in e-mails, such as in subject lines. Paper assignments are submitted in the proper envelop in Course Shell, Activities, Assignments, Proper Envelop. Tests are taken in Course Shell, Activities, Quizzes.

Final grades in this course will be based on the following scale:

Course Assignments/Assessments: The department of History and Liberal Studies supports university policies of academic excellence as noted in the student handbook. Interpretation of grades should be considered within the university framework: A=excellent, B=good; C=average; D=inferior; and F=failure. Final grades in this course will be based on:

A = 100%-90%

B = 89%-80%

C = 79%-70%

D = 69%-60%

F= 59% or Below

Tests = 60%; **Papers**: 1 = 10%, 2 = 10%, 3 = 10%; total = 30%; **Chapter Questions** = 10%

* Tests - (60%)

20% Test 1

20% Test 2

20% Test 3

Test questions will come from the assigned chapters as well as any notes sent out. Students must take the tests without any assistance from other people. They may use their textbooks but the tests will be timed. Academic integrity is described in the student handbook for East Texas A&M University. Failure to abide by the rules outline may result in failing the class. Due to multiple sections of this class taking similar tests, **test answers will not be given after the test as to correct and incorrect answers.** The students' scores will be the feedback that they receive concerning their test performance. **Students preparing for tests should study how concepts are related to each other, how they differ, and come up with personal examples of the concepts. The test questions are usually not straight forward definitions but often give an example and ask the student which concept the example best represents.**

* Papers - (30%) Note: **Encyclopedias, the course textbook, and dictionaries do not count as sources. Papers will be submitted in Activities, Assignments, Proper Envelop.**

10% Paper 1: Subliminal Messages

10% Paper 2: Customer Service Pre-Persuasion

10% Paper 3: Compliance Gaining Creation

*Please only submit written assignments as attachments in WORD in Activities, Assignments, Proper Envelop. Other files such as PDF files are too difficult to grade.

Paper 1: **Subliminal Messages** (1-2 Pages)

1. Each student will write about at least three real-life examples of subliminal messages. These can be in advertisements, works of art, products, logos, music lyrics, Easter eggs in pop culture (Movies, TV, Videos) etc.
2. Students should address what is consistent and/or inconsistent from their observations from that of class material. It is essential to identify class material.
3. YOU MUST CLEARLY IDENTIFY AT LEAST 3 CONCEPTS FROM CLASS THAT WERE OBSERVED. DESCRIBE HOW SOMEONE CAN BENEFIT FROM KNOWING THIS INFORMATION. HOW CAN IT BE USED. Underline the 3 Class concepts in your paper.

4. For example, a product is a particular color and this has a biological response with the audience. A product is named this and people are more likely to buy it because… A company pays money to a movie production to place their product in the background… These are just example, provide beyond these examples.

5. Be specific with the intention of the subliminal messages (physiological, behavior, value, belief, etc.) change.

> **include 3 different reference sources (books or journal articles, class books are not counted)**, and follow APA format for writing a paper. The sources need to be credible, such as books or journals. **Internet web-site sources will not count as part of the required 3 sources. Further s**ources not given credit are Wikipedia, our textbook, dictionary, interview of someone not considered an expert.

<u>You are required to address at least 3 areas of persuasive communication covered either in notes or the book. Clearly indicate the three issues from class material in the paper by underlining the concepts within the paper.</u> Each student will submit their paper as attachments in WORD in Activities, Assignments, Proper Envelop. Other files such as PDF files are too difficult to grade.

Paper 2: **Customer Service Pre-Persuasion** (1-2 Pages)

1-2 pages (Real-life experience recipient of Pre-Persuasion)

1. All students will experience a different customer service encounter and report about their pre-persuasive communication observations from their encounter.

2. Students should address what is consistent and/or inconsistent from their observations from that of class material. It is essential to identify class material experienced in the encounter.

   a. YOU MUST CLEARLY IDENTIFY AT LEAST 3 CONCEPTS FROM CLASS THAT WERE OBSERVED. DESCRIBE HOW SOMEONE CAN BENEFIT FROM KNOWING THIS INFORMATION. HOW CAN IT BE USED. Underline the 3 Class concepts in your paper.

3. Some customer service encounter examples are buying a car, shopping at the mall, shopping for clothes, shopping for a cell phone/ plan, workout membership inquiry, eating at a restaurant, grocery store samples etc.

4. The main purpose is to have interaction with the sales person and highlight their pre-persuasive appeals and reactions during the communication encounter.

5. Also, address how the environment creates pre-persuasion.

6. Papers should be 1-2 pages, **include 3 different reference sources (books or journal articles, class books are not counted)**, and follow APA format for writing a

paper. The sources need to be credible, such as books or journals. **Internet web-site sources will not count as part of the required 3 sources. Further s**ources not given credit are Wikipedia, our textbook, dictionary, interview of someone not considered an expert.

<u>**You are required to address at least 3 areas of pre-persuasive communication covered either in notes or the book. Clearly indicate the three issues from class material in the paper by underlining the concepts within the paper.**</u> **The purpose of this assignment is to indicate what you learned about personal experience with pre-persuasion and how you can communicate better in the future from this knowledge.** Each student will submit their paper **as attachments in WORD in Activities, Assignments, Proper Envelop. Other files such as PDF files are too difficult to grade.**

. At the end of each paper, each person will write the specific context and the date that the communication took place.

Paper 3: **Compliance Gaining Application** (1-2 pages)

Each student will write about applying what they learned from Boster, et al. (2024) about compliance. The purpose of the paper is to describe how they can specifically use this information to gain compliance behavior(s) for your future career. **Underline at least 5 concepts** from Boster, et al. (2024) with specific future career examples. Critical thinking is a major goal. YOU MUST CLEARLY IDENTIFY AT LEAST 5 COMPLIANCE GAINING CONCEPTS FROM CLASS and/ or book. DESCRIBE HOW SOMEONE CAN BENEFIT FROM USING THIS INFORMATION. HOW CAN IT BE USED.

The paper will consist of gathering at least **3 credible outside sources** for your paper, such as journal articles or credible books to be cited in your paper. The sources can be used to support the unique approach chosen. For example, one can cite a source that people comply after they agree to a smaller request. From this example, you would then write in your paper that you communicate to a future customer/ client about a specific small request prior to a larger one as an effective compliance gaining strategy. This is just an example of using a source to support part of your approach, so be creative. The sources need to be credible, such as books or journals. **Internet web-site sources will not count as part of the required 3 sources. Further s**ources not given credit are Wikipedia, our textbook, dictionary, interview of someone not considered an expert. Each student will submit **their paper and a reference page of sources as attachments in WORD in Activities Assignments, Proper Envelop. Other files such as PDF files are too difficult to grade.**

Chapter Questions = 10%

Each Chapter has discussion questions. The syllabus calendar has each chapter's assigned questions and the page number they are found in the ebook. Some chapters only assign some of the discussion questions rather than all of them.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by ETAMU have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

https://community.brightspace.com/s/article/Brightspace-Platform-Requirements

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however,

D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or **point** release of that major version) and the previous major version of iOS (the latest minor or **point** release of that major version). For example, as of June 7, 2017, D2Lsupports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.

Device	Operating System	Browser	Supported Browser Version(s)
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
    - 512 MB of RAM, 1 GB or more preferred
    - Broadband connection required courses are heavily video intensive
    - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

- You must have a:
    - Sound card, which is usually integrated into your desktop or laptop computer
    - Speakers or headphones.
    - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: JAVA web site http://www.java.com/en/download/manual.jsp

- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
    - Adobe Reader https://get.adobe.com/reader/
    - Adobe Flash Player *(version 17 or later)* https://get.adobe.com/flashplayer/
    - Adobe Shockwave Player   https://get.adobe.com/shockwave/
    - Apple Quick Time   http://www.apple.com/quicktime/download/

- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu**.**

Note**:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?

Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **LiveChat** **Live Chat** or click on the words "click here**"** to submit an issue via email.

System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

Interaction with Instructor Statement

Go to the following link Academic Success Center- focused on providing academic resources to help you achieve academic success.

The instructor will email back attachments with feedback for the two papers and exams and discussions will have grades posted for feedback.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

Assignments will be submitted electronically through

Course Shell, Content, Assignments, and then the appropriate file

for the three papers and must be received by 5:00 P.M. Central Time Friday the week it is assigned. This includes discussion postings which are posted weekly discussion link. Please note the last week of class is not a complete week and the discussion is due the last day of class. **Please do not send an e-mail asking if your paper was received until at least 1 week after it is due.** Answering e-mails about receiving the papers slows down the process of grading speeches. **An e-mail from the Instructor to ALL students will be sent AFTER ALL papers have been graded to notify the class that paper assignment grades have been posted.**

University Specific Procedures

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook.

http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx

Tenets of Common Behavior statement: All students enrolled at the university shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See current Student Guidebook);

Academic Integrity

Students at East Texas A&M University are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf

Graduate Student Academic Dishonesty 13.99.99.R0.10

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook.
http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: https://www.britannica.com/topic/netiquette

ETAMU Attendance

Attendance is measured by submitting appropriate assignments for the week such as exams or papers or posting in discussions for the week. If you participate in University sponsored activities (e.g., intercollegiate sports) you must check with the instructor with appropriate documentation before you are absent. Students are responsible for all missed work.

For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.

http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf

Graduate Student Academic Dishonesty 13.99.99.R0.10

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf

East Texas A&M University acknowledges that there are legitimate uses of **Artificial Intelligence**, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors 'guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty
13.99.99.R0.10 Graduate Student Academic Dishonesty

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit **www.tamuc.edu/counsel**

* Course Behaviors

Students may lose 10% of their final grade or be dropped from the class for acting disrespectful the first time. This includes but is not limited to cellphone use in class, offensive comments to another student, etc. Students can receive an 'F' in the class for academic dishonesty. This includes but is not limited to cheating on tests, using previous work from another class for assignments, copying another's work from anywhere, etc.

Course Procedures

Assignments - Assignments must be completed on time. Late work will result in loss of points. Academic integrity is expected on all course assignments and activities. Violations of academic integrity (e.g., plagiarism, cheating, etc.) are serious offenses and will be dealt with according to university policy.

Make-Up Assignments and Examinations - If you miss an exam or paper submission deadline it must be for one of the following types of documentable reasons: death in the family, severe personal illness, university sponsored activities, etc. If you have an unexcused absence on a day you are scheduled to make a presentation or take a test, you cannot make up that presentation or test. Additionally, because of time constraints, the instructor may elect not to grant make-up speeches for any reason. In order to take a make-up examination you must submit verifiable and official documentation to your instructor (e.g., a doctor's note for the specific day missed). If your request is approved, you may take a make-up test on the appointed day. All make-up exams must be given for qualified persons within 2 weeks of the missed test.

Observance of a Religious Holy Day – Texas House Bill 256 requires institutions of higher education to excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day. The student shall also be excused for time necessary to travel. An institution may not penalize the student for the absence and allows for the student to take an exam or complete an assignment from which the student is excused. No prior notification of the instructor is required.

<u>Extra Credit</u> - Extra credit can be earned for participation in departmental research conducted in or outside of class, <u>if</u> the opportunity arises. Extra credit points awarded will be determined by the nature of the project.

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

East Texas A&M University

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: Office of Student Disability Resources and Services
http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#)

document and/or consult your event organizer.

Web url:

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployees
AndStudents/34.06.02.R1.pdf

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Students with complaints should first address those concerns with their instructor.

Course Schedule

Please note this is a tentative schedule for topics that will be explored this semester.

Slight changes may be made as the semester progresses.

An important reminder:

All **Papers** and E**xams** are in bold. Notice how these are close to each other.

Therefore, it is imperative for you to plan ahead and prepare in advance so you don't fall behind in the course.

Keeping up with the readings and staying active in class are the best ways to stay afloat in this class.

Persuasion Course Schedule – Spring, 2026

Dates are Monday of each week Assignments due by Friday each week 5PM Central Time USA	**Our course is organized by a weekly schedule.**	
T Jan. 13: Read Syllabus., Mlodinow, L. (2013) ch. 1		
R Jan. 15: Mlodinow, L. (2013) Ch. 2		
T Jan. 20: Mlodinow, L. (2013) Ch. 3		
R Jan. 22: Mlodinow, L. (2013) Ch. 4		
T Jan. 27 Mlodinow, L. (2013) Ch. 5		
R Jan. 29	Mlodinow, L. (2013) Ch. 6, 7, 8	
T Feb. 3	Mlodinow, L. (2013) Ch. 9	
R Feb. 5	Mlodinow, L. (2013) Ch. 10	
T Feb. 10	**Test 1 Mlodinow, L. (2013) Ch. 1-10**	

R Feb. 12	Cialdini (2006) Influence: The Psychology of Persuasion. Overview
T Feb. 17	Cialdini (2018) Ch. 1, 2, 3
R Feb. 19	Cialdini (2018) Ch. 4, 5, 6
T Feb. 24	Cialdini (2018) Ch. 7, 8, 9
R Feb. 26	Cialdini (2018) Ch. 10, 11, 12
T March 3	Cialdini (2018) Ch. 13, 14 Boster, et al. (2024) Intro.
R March 5	Boster, et al. (2024) Ch. 1; Chapter 1 Questions: 1 & 2 from p. 16 **March 10, March 12 Spring Break No Class**
T March 17	Boster, et al. (2024) Ch. 2; Chapter 2 Questions: 1, 3, 5 from p. 45
R March 19	**Test 2 Cialdini (2018) Ch. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14**
T March 24	Boster, et al. (2024) Ch. 3; Chapter 3 Questions: 1, 2, 3 from p. 65
R March 26	**Paper 1**
T March 31	Boster, et al. (2024) Ch. 4; Chapter 4 Questions 1, 2, 3, 5 from p. 81
R April 2	Boster, et al. (2024) Ch. 5; Chapter 5 Questions 1, 3, 5, 6, 7 from p. 108
T April 7	Boster, et al. (2024) Ch. 6; Chapter 6 Questions 2, 4 from p. 126
R April 9	**Paper 2 Experience Activity**
T April 14	Boster, et al. (2024) Ch. 7; Chapter 7 Questions 1 & 4from p. 143
R April 16	Boster, et al. (2024) Ch. 8; Chapter 8 Questions 1 from p. 157
T April 21	Boster, et al. (2024) Ch. 9; Chapter 9 Questions 1 & 5 from p. 178
R April 23	Boster, et al. (2024) Ch. 10; Chapter 10 Questions 1 from p. 192
T April 28	Conclusion: Applying Together Subliminal, Pre-Persuasion, Compliance Gaining

R April 30	**Paper 2**
T May 5	**Paper 3**
R May 7	**Test 3 Boster, et al. (2024) ch. 1, 2, 3, 4, 5, 6, 7, 8 ,9 ,10**

I'm looking forward to getting to know each one of you!

Have a great semester!