

## Course Syllabus

### Section 1: Course Information

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#### **Format**

Eight weeks.

#### **Course ID**

DCOM 4143

#### **Course Title**

Storytelling and Persuasion

#### **College**

College of Unrestricted Education

#### **Prerequisites**

DCOM 3533

#### **Credit Hours**

3

#### **Instructor**

See the online course in MyFire for instructor contact information and availability.

#### **Course Description**

This course focuses on the process, structure, and effects of storytelling and persuasion. Classic persuasion models and contemporary theoretical research are



examined and applied to case studies of narrative persuasion. Specifically, examples of interpersonal communication, public speaking, and mass mediated content are analyzed for their narrative structure and persuasiveness. Students also formulate and propose stories that are meant to be persuasive.

## **Course Overview**

Storytelling has been used by people for millennia--to inform, to remember, to instruct, and to persuade. In this course, you will explore the world of storytelling and persuasion. You will learn how to analyze and think critically about persuasive stories, whether those stories appear in the mass media (including films, television shows, journalistic articles, and advertisements) or are told in person in one-to-one interactions and as public speeches. You will also learn how to tell more persuasive and engaging stories.

## **Course Workload**

Time spent on course assignments will vary by student depending on familiarity with course content, reading rate of speed, writing rate of speed, and other individual factors. Based on averages for most students, it is estimated that the course workload estimate for this course is 136 hours (17 hours per week).



## **SEU Mission and Vision Statements**

### **Mission Statement**

Equipping students to discover and develop their divine design to serve Christ and the world through Spirit-empowered life, learning, and leadership.

### **Vision Statement**

Southeastern University is anchored by Spirit-empowered education in a Christ-centered, student-focused learning community. Southeastern's global impact is marked by a deep commitment to transforming minds and engaging culture through the integration of faith, learning and service. Each student's divine design is nurtured and unleashed through the investment of faculty and staff, relationships within the community, the rigor of scholarship, diverse learning experiences and the discipline of spiritual formation, which propels students into a lifetime of serving the world in the Spirit of Christ.

In addition to our mission and vision statement, we hold fundamental truths about the Christian faith that include the following:

- The Scriptures are inspired by God and declare His design and plan for mankind.
- There is only one true God who is revealed in three persons: Father, Son and Holy Spirit (commonly known as the Trinity).
- Jesus Christ, as God's son, was both fully human and divine.

We are proud of our affiliation with the Assemblies of God and our Pentecostal tradition. We are also proud to be a welcoming community for students from all Christian backgrounds and denominations. Our campus includes many Baptists, Presbyterians, Methodists, etc., as well as nondenominational students. Everyone shares a strong



commitment to knowing Christ and making Him known, and we celebrate our theological similarities while appreciating our differences.

Refer to [Human Sexuality](#) for additional details related to What We Believe.

## **Title IX Statement**

Southeastern University is committed to creating an environment for every student to thrive academically, spiritually, and socially. An aspect of creating this culture is providing avenues for students to discuss and report any activity that may compromise this commitment.

Under a federal law known as Title IX, "no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance" (Title IX of the Education Amendments of 1972).

While students should feel comfortable approaching faculty with issues they may be struggling with or concerns they may be having, students should know that all faculty and staff are required to report certain information about Sexual Misconduct and certain crimes to University administration, in order to help keep the University community safe, and to connect students to all of the resources and reporting options that are available. For example, if you inform faculty or staff (in private or during class discussions) of an incident of Sexual Misconduct, that individual will keep the information as private as possible, but is required to bring it to the attention of the institution's Title IX Office. If a student would like to talk to the Title IX office directly, they can do so by e-mail at [smpowell@seu.edu](mailto:smpowell@seu.edu), by phone at 863-667-5236, or in person at Pansler U225. For more information about Title IX reporting options at Southeastern, please go to:

<http://www.seu.edu/titleix>.

If you are struggling with an issue that is traumatic, unusually stressful, or results in disruptive behavior, faculty and staff will likely inform the Care Team. If students would like to reach out directly to the Care Team for assistance, they can do so at the [Campus](#)



[Counseling Center](#) located in Esperanza 303, by phone at 863-667-5205, or by e-mail at [care@seu.edu](mailto:care@seu.edu).

### **Course Materials**

- Cialdini, Robert B. Influence: Science and Practice (2009, 5th edition). Boston, MA: Pearson Education, Inc.
- Hall, Kindra. Stories that Stick: How Storytelling Can Captivate Customers, Influence Audiences, and Transform Your Business (2019). HarperCollins Leadership.

Required and optional textbooks are accessed and ordered through [SEU's bookstore](#).

**Disclaimer:** The resources utilized in this course provide information, thoughts and insights that should encourage critical thinking on the part of the student. Please note as well that as an Assembly of God institution, Southeastern University does not necessarily endorse specific personal, religious, philosophical, or political positions found in these resources.

## Course Topics

**The purpose of this course is to introduce, reinforce, and measure learning on the following topics:**

- Traits of Effective Storytelling
- Persuasion Techniques
- Persuasive Storytelling in the Mass Media
- Persuasive Storytelling in Interpersonal Communication and Speeches
- How Persuasive Storytelling Can Inform or Mislead
- Moral, Ethical, and Spiritual Considerations of Persuasive Storytelling
- Crafting a Persuasive, Engaging Story

## Intended Learning Outcomes

**As a result of reading, study, and assessments in this course, the student should be able to:**

1. Describe how narrative structure affects persuasion efficacy in messages.
2. Explain how stories can lead audiences away from or toward truth.
3. Apply classic persuasion models and contemporary theoretical research to case studies of narrative persuasion.
4. Analyze examples of interpersonal communication, public speaking, and mass mediated content (such as commercials, advertisements, films, journalistic articles, and television shows) for their narrative structure and persuasiveness.
5. Study how the biblical narrative and moral truths have been (and can be) communicated using narrative in modern contexts, including personal storytelling and mass media.
6. Formulate and propose stories that are meant to be persuasive.



## Key Performance Indicators

**Students who successfully complete this course will demonstrate their learning through performance-based activities and assessments. Successful students will:**

- Recall specific persuasion techniques and their aspects or uses in quizzes and the final exam.
- Recall storytelling and persuasion models and their traits in quizzes and the final exam.
- Tell an interesting and engaging personal story.
- Craft a narrative advertising campaign that is persuasive.
- Write a persuasive story that promotes a business or non-profit organization.
- Critique other students' work with meaningful feedback in the forums.

## Section 2: Course Policies

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### Grading Scale

The university's general grading scale is provided in the Academic Policies and Procedures section of the [Southeastern University Catalog](#). All online courses use the following scale:

Grade Letter	Grade Percentage
A	94 – 100%
A- (minus)	90% to 93%
B+ (plus)	87% to 89%
B	84% to 86%
B- (minus)	80% to 83%
C+ (plus)	77% to 79%
C	74% to 76%
C- (minus)	70% to 73%
D+ (plus)	67% to 69%
D	64% to 66%
D- (minus)	60% to 63%
F	0% to 59%

### Late Work

Please manage your time effectively, working on readings, assignments, or forum posts ahead of time instead of waiting until the last minute, if possible. There is a 20-points-per-day late penalty for any assignments, unless there is a valid emergency and (if possible) the professor is contacted ahead of time. Also, posting forum posts on time (meaningfully and responding to others) will lead to a better class participation grade (refer to class participation rubric for more information on that).





### **Extra Credit**

None accepted.

### **Class Participation**

Students are required to login regularly to the online course. The instructor will monitor student activity and participation through MyFire. Students are also required to participate in all class activities such as discussion board posts and responses, chat, or conference sessions and group projects.

### **Official Email**

You are expected to check your SEU webmail account **daily** during the course term. All written correspondence between instructor and student must be handled through the SEU email system.

### **MyFire Use**

Please, make it a habit to always check your MyFire account as messages; assignments, grades, and other important related materials may be posted. It is the student's responsibility to check grades and notify your instructor if you have questions.

### **Technical Difficulties**

Southeastern University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty that prevents students from completing a time-sensitive activity or assessment, students should report any problems to the instructor and also contact the 24x7 Support Center via the links provided in the below Technical Support section.

Be sure your computer system complies with all [SEU Technical Requirements](#). These



requirements are listed within MyFire and a [Browser Checker](#) is provided to ensure the browser you are using is compatible with MyFire.

## Technical Support

If you have questions or need assistance, you can reach out to our 24/7 Support Center at [1-888-889-6599](tel:1-888-889-6599) or [click here](#) to submit a support ticket via email. *Note: Email response is within 24 hours. If immediate assistance is required, please contact support via phone/chat.* To chat LIVE! with a Support Representative, [click here](#).

## Disability Statement

Southeastern University is committed to the provision of reasonable accommodations for all students with learning and/or physical disabilities, as defined in Section 504 of the Rehabilitation Act of 1973 and with the American with Disabilities Act (ADA) of 1990. This legislation guarantees educational rights for the physically and learning disabled. Students with medical diagnoses that qualify them for accommodations must contact ADA services at (863) 667-5283, or e-mail [ADAservices@seu.edu](mailto:ADAservices@seu.edu). Once medical documentation is provided and a confidential consultation is completed, the student will then be responsible to provide the director of academic and auxiliary services with a list of his or her current professors and their e-mails.

Contact with the Office of Academic and Auxiliary Services is mandatory for each new semester. For more information, visit the SEU [students with disabilities](#) page on our website.

## Academic Honesty

Plagiarism is considered a serious academic offense at Southeastern. It undermines the educational process and, when done intentionally, violates the integrity of the community.

*Plagiarism occurs when a writer uses someone else's language, ideas, or other original material without acknowledging its source.*



Plagiarism includes unattributed use of any source, in any medium, published or unpublished.

Examples of plagiarism include:

- Quoting or paraphrasing material without attributing it to its source
- Copying segments from the work of others without giving proper credit
- Submitting as original work written entirely by someone else

Widely known facts do not require citation and do not count as plagiarism so long as they are communicated in the writer's own words. Ideas and observations original to the writer also do not require citation.

Work already submitted for a grade in another course may not be resubmitted unless the professor specifically states otherwise.

For more information, visit the SEU [Plagiarism page](#) on our website.

## Course Evaluation

In order to help us to assess the effectiveness of our courses and instructors, please complete the course evaluation. **If you receive a course evaluation for this course, you are required to complete it.**

## Official Withdrawal

To officially withdraw from this course you must consult the Registrar's Office for details.

## Netiquette

### General Rules of Netiquette

- Make your messages easier to read by making your paragraphs short and to the point.
- DO NOT SHOUT BY TYPING IN ALL CAPS.

- Utilize humor in appropriate forms. Avoid hostile, abusive, libelous, or rude comments. No vulgar, sexist, racist, biased, or other objectionable language will be tolerated.
- Reinforce others in the course (e.g., "Good presentation!" or "Thanks for the feedback."). Valid criticism is acceptably expressed in the form of thoughtful alternatives. Do not insult or "flame" others.
- Think twice and send once. The old carpenter adage to measure twice and cut once holds great value here. Once you send something not well-thought out you will find it difficult and time-consuming to recover. Think about what you want the group and the professor to think about you.
- Use spell-check and grammar-check. The little errors commonly accepted in email or text-messaging with friends and family are distracting and inappropriate in a college discussion forum.
- In an online discussion forum, debate is welcome, but be tactful in responding to others. Remember that there's a person (or a whole class) at the receiving end of your post.
- If you quote a previous post (by using the reply function for example), quote only enough to make your own point.
- If you want to get in touch with only one person in the class, send a message to that individual's e-mail address, not to the entire discussion list.

## Section 3: Course Schedule

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The **Course Schedule** provides a listing of your work in this course. The assessments are listed by week and include the due dates and point values.

**Note:** Assignments are due by 11:59 p.m. EST on the due date, unless otherwise noted.

**Withdraw:** The last day to withdraw from this course is the last day of Week 5.

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### Module 1: XX/XX/XX – XX/XX/XX

#### Aim

- Define classic persuasion models.
- Define classic storytelling models.
- Identify the ways logic and stories differ but can complement each other.
- Apply a classic storytelling model to a case study.
- Demonstrate an understanding of persuasion techniques overview and the contrast technique.
- Explain how the contrast technique is used to persuade.

#### Learn

- Read Hall: Introduction and Part 1: The Irresistible Power of Storytelling (pages xi to 50)
- Read Cialdini: Preface, Introduction, and Chapter 1: Weapons of Influence (pages ix to 17)
- View videos and resources (provided in the course)

## Apply

- Module 1 Discussion Forum 1
  - ILOs: 3, 4
  - Due: Saturday (initial post); Sunday (response posts)
  - Points: Class participation is worth 20% of the grade, but this forum is not individually graded. It counts toward part of the overall class participation grade.
- Module 1 Discussion Forum 2
  - ILOs: 1, 2, 4
  - Due: Monday (initial post); Tuesday (response posts)
  - Points: Class participation is worth 20% of the grade, but this forum is not individually graded. It counts toward part of the overall class participation grade.
- Module 1 Quiz
  - ILOs: 1
  - Due: Tuesday
  - Points: 100



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## Module 2: XX/XX/XX – XX/XX/XX

### Aim

- Define contemporary storytelling theories.
- Define contemporary persuasion theories.
- Identify the types of stories businesses should tell.
- Apply a contemporary storytelling model to a case study.
- Define the reciprocation persuasion technique.
- Explain how the reciprocation technique is used to persuade.

### Learn

- Read Hall: Part 2: The Four Essential Stories—The Tales Every Business Needs to Tell (pages 51 to 150)
- Read Cialdini: Chapter 2: Reciprocation (pages 18 to 50)
- View videos and resources (provided in the course)

### Apply

- Module 2 Discussion Forum 1
  - ILOs: 3, 4
  - Due: Saturday (initial post); Sunday (response posts)
  - Points: Class participation is worth 20% of the grade, but this forum is not individually graded. It counts toward part of the overall class participation grade.
- Module 2 Discussion Forum 2
  - ILOs: 1, 2, 4
  - Due: Monday (initial post); Tuesday (response posts)



- Points: Class participation is worth 20% of the grade, but this forum is not individually graded. It counts toward part of the overall class participation grade.
- Module 2 Quiz
  - ILOs: 1
  - Due: Tuesday
  - Points: 100





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## Module 3: XX/XX/XX – XX/XX/XX

### Aim

- Identify the ways to find, craft, and tell an effective story.
- Identify the essential parts of a narrative.
- Define the commitment and consistency persuasion technique.
- Explain how the commitment and consistency technique is used to persuade.
- Craft a persuasive story proposal.

### Learn

- Read Hall: Part 3: Create Your Story—Finding, Crafting, and Telling Your Story (pages 151 to 211)
- Read Cialdini: Chapter 3: Commitment and Consistency (pages 51 to 96)
- View videos and resources (provided in the course)

### Apply

- Module 3 Discussion Forum 1
  - ILOs: 3, 4
  - Due: Saturday (initial post); Sunday (response posts)
  - Points: Class participation is worth 20% of the grade, but this forum is not individually graded. It counts toward part of the overall class participation grade.
- Module 3 Discussion Forum 2
  - ILOs: 2, 5, 6
  - Due: Monday (initial post); Tuesday (response posts)
  - Points: Class participation is worth 20% of the grade, but this forum is not individually graded. It counts toward part of the overall class participation grade.



- Module 3 Quiz
  - ILOs: 1
  - Due: Tuesday
  - Points: 100



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## Module 4: XX/XX/XX – XX/XX/XX

### Aim

- Identify the attributes of effective, persuasive storytelling in interpersonal communication.
- Identify the attributes of effective, persuasive storytelling in public speaking.
- Define the social proof persuasion technique.
- Explain how the social proof technique is used to persuade.
- Apply the effective attributes of persuasive storytelling in a personal story.

### Learn

- Read Cialdini: Chapter 4: Social Proof (pages 97 to 140)
- View videos and resources (provided in the course)

### Apply

- Module 4 Discussion Forum 1
  - ILOs: 3, 4
  - Due: Saturday (initial post); Sunday (response posts)
  - Points: Class participation is worth 20% of the grade, but this forum is not individually graded. It counts toward part of the overall class participation grade.
- Module 4 Discussion Forum 2
  - ILOs: 5, 6
  - Due: Monday (initial post); Tuesday (response posts)
  - Points: Class participation is worth 20% of the grade, but this forum is not individually graded. It counts toward part of the overall class participation grade.
- Personal Storytelling Project Upload



- ILOs: 5, 6
  - Due: Monday
  - Points: 100
- Module 4 Quiz
  - ILOs: 1
  - Due: Tuesday
  - Points: 100



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## Module 5: XX/XX/XX – XX/XX/XX

### Aim

- Identify the attributes of effective storytelling and persuasion in film and television.
- Define the liking persuasion technique.
- Explain how the liking technique is used to persuade.
- Analyze a film's narrative structure and persuasiveness.
- Explain how film and television can inform, persuade, or mislead.

### Learn

- Read Cialdini: Chapter 5: Liking (pages 141 to 173)
- View videos and resources (provided in the course)

### Apply

- Module 5 Discussion Forum 1
  - ILOs: 3, 4
  - Due: Saturday (initial post); Sunday (response posts)
  - Points: Class participation is worth 20% of the grade, but this forum is not individually graded. It counts toward part of the overall class participation grade.
- Module 5 Discussion Forum 2
  - ILOs: 3, 4, 5
  - Due: Monday (initial post); Tuesday (response posts)
  - Points: Class participation is worth 20% of the grade, but this forum is not individually graded. It counts toward part of the overall class participation grade.
- Module 5 Quiz



- ILOs: 1
- Due: Tuesday
- Points: 100



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## Module 6: XX/XX/XX – XX/XX/XX

### Aim

- Link narrative and persuasive appeals to prominent advertising campaigns.
- Identify which attributes lead to more engagement in digital marketing.
- Define the authority persuasion technique.
- Analyze an advertising campaign's narrative structure and persuasiveness.
- Explain how an advertising campaign uses specific persuasion techniques, including the authority technique.
- Explain how an advertising campaign can spread helpful and accurate information or not.
- Apply the effective attributes of storytelling and persuasion in an advertising campaign.

### Learn

- Read Cialdini: Chapter 6: Authority (pages 174 to 197)
- View videos and resources (provided in the course)

### Apply

- Module 6 Discussion Forum 1
  - ILOs: 1, 2, 3, 4
  - Due: Saturday (initial post); Sunday (response posts)
  - Points: Class participation is worth 20% of the grade, but this forum is not individually graded. It counts toward part of the overall class participation grade.
- Module 6 Discussion Forum 2
  - ILOs: 6
  - Due: Monday (initial post); Tuesday (response posts)

- Points: Class participation is worth 20% of the grade, but this forum is not individually graded. It counts toward part of the overall class participation grade.
- Advertising Campaign Proposal Assignment
  - ILOs: 6
  - Due: Monday
  - Points: 100
- Module 6 Quiz
  - ILOs: 1
  - Due: Tuesday
  - Points: 100





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## Module 7: XX/XX/XX – XX/XX/XX

### Aim

- Identify the ways journalists and editorialists use narrative to inform and persuade.
- Define the scarcity persuasion technique.
- Explain how the scarcity technique can be used to persuade.
- Identify how journalistic articles or videos can inform or mislead.
- Analyze the narrative structure and persuasiveness of a journalistic article or documentary.
- Propose an idea for the final storytelling project due the following week.

### Learn

- Read Cialdini: Chapter 7: Scarcity (pages 198 to 226)
- View videos and resources (provided in the course)

### Apply

- Module 7 Discussion Forum 1
  - ILOs: 3, 4
  - Due: Saturday (initial post); Sunday (response posts)
  - Points: Class participation is worth 20% of the grade, but this forum is not individually graded. It counts toward part of the overall class participation grade.
- Module 7 Discussion Forum 2
  - ILOs: 1, 2, 3, 4, 5
  - Due: Monday (initial post); Tuesday (response posts)

- Points: Class participation is worth 20% of the grade, but this forum is not individually graded. It counts toward part of the overall class participation grade.
- Module 7 Discussion Forum 3
  - ILOs: 6
  - Due: Monday (initial post); Tuesday (response posts)
  - Points: Class participation is worth 20% of the grade, but this forum is not individually graded. It counts toward part of the overall class participation grade.
- Module 7 Quiz
  - ILOs: 1
  - Due: Tuesday
  - Points: 100



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## Module 8: XX/XX/XX – XX/XX/XX

### Aim

- Craft and write an engaging and persuasive story for a business or non-profit organization.
- Define the various persuasion techniques.
- Identify the various storytelling and persuasion models.
- Identify factors that influence and persuade.

### Learn

- Read Cialdini: Chapter 8: Instant Influence (pages 227 to 234)
- View videos and resources (provided in the course)

### Apply

- Module 8 Discussion Forum
  - ILOs: 6
  - Due: Monday (initial post); Tuesday (response posts)
  - Points: Class participation is worth 20% of the grade, but this forum is not individually graded. It counts toward part of the overall class participation grade.
- Story Assignment Upload
  - ILOs: 6
  - Due: Monday
  - Points: 100
- Final Exam
  - ILOs: 1
  - Due: Tuesday
  - Points: 100



## Section 4: Assessments

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### **Class Participation**

#### **Description**

Class participation is calculated using the rubric, and it focuses on the forums.

#### **Total Possible Points**

100

#### **Grade Weight**

20%

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### **Quizzes**

#### **Description**

The seven quizzes assess knowledge of concepts and definitions in most modules. All questions are multiple choice or true/false.

#### **Total Possible Points**

700 (100 each--there are 7 total quizzes worth 100 each)

#### **Grade Weight**

35% (5% each)

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## **Final Exam**

### **Description**

The final exam consists of 50 questions which are all either multiple choice or true/false. The final exam is comprehensive and assesses knowledge of concepts and definitions. Refer to the study guide for an overview of topics to study.

### **Total Possible Points**

100

### **Grade Weight**

10%



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## **Module 4 Personal Storytelling Project**

### **Description**

The personal storytelling project is an opportunity for students to tell a story (complete with characters and theme) about oneself. The story should be persuasive in that it has an underlying message told through the narrative. Refer to detailed instructions for more information about the project.

### **Total Possible Points**

100

### **Grade Weight**

10%



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## **Module 6 Advertising Campaign Project**

### **Description**

The advertising campaign project is an opportunity for students to produce a portfolio-worthy proposal for an advertising campaign, using what they have learned about narrative and persuasion so far in the course. Refer to the detailed assignment instructions in the module for more direction on this project, including parameters such as word count, etc.

### **Total Possible Points**

100

### **Grade Weight**

10%





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## **Module 8 Persuasive Storytelling Project for a Business or Non-Profit Organization**

### **Description**

For the final project in the course, students are to work with a business or non-profit organization to produce a persuasive story that the business or non-profit organization could use. Refer to detailed assignment instructions in the module for more direction on this project, including parameters such as word count, etc.

### **Total Possible Points**

100

### **Grade Weight**

15%