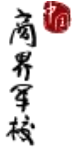




PHBS
北京大学汇丰商学院



Persuasion Theory & Strategy in Business Communication Module 4, 2022-23

Course Information

Instructor: Soojin Roh, Ph.D.

Office: PHBS Building, Room 661

Email: sroh@phbs.pku.edu.cn

Office Hour: Tues & Friday at 8:00 a.m. – 10:00 a.m.; email for appointment

Teaching Assistant:

Office:

Email:

Office Hour:

Classes:

Lectures: Tues & Friday 10:30 a.m. – 12:20 p.m.

Venue: PHBS Building, Room 415

Course Website:

<http://cms.phbs.pku.edu.cn>

1. Course Description

1.1 Context

This course addresses important topics and theories related to persuasive theories and strategy for business communication in the digital era. The course begins with consideration of relevant theories, including persuasion, message/media effects, social psychological, and behavioral theories. Then, we will further discuss how these theories inform the practice of persuasive and strategic communication in corporate, non-profit, commercial (marketing, advertising, strategic communication), political, health, and social contexts. Students are expected to finish assigned readings before class to make sure they're ready to ask questions, agree, disagree, share relevant cases and experience, argue, and provide your own points of view. Students need to participate in the class discussion.

1.2 Textbooks and Reading Materials

There is no required textbook for this course. Readings and course content are posted to CMS. Course reading materials are based on a mix of industry and academic articles, as well as case studies that are appropriate to the assigned topic of the week.

2. Learning Outcomes

2.1 Intended Learning Outcomes

Learning Goals	Objectives	Assessment (YES with details or
----------------	------------	---------------------------------

		NO)
1. Our graduates will be effective communicators.	1.1. Our students will produce quality business and research-oriented documents.	Yes
	1.2. Students are able to professionally present their ideas and also logically explain and defend their argument.	Yes
2. Our graduates will be skilled in team work and leadership.	2.1. Students will be able to lead and participate in group for projects, discussion, and presentation.	Yes
	2.2. Students will be able to apply leadership theories and related skills.	Yes
3. Our graduates will be trained in ethics.	3.1. In a case setting, students will use appropriate techniques to analyze business problems and identify the ethical aspects, provide a solution and defend it.	Yes
	3.2. Our students will practice ethics in the duration of the program.	Yes
4. Our graduates will have a global perspective.	4.1. Students will have an international exposure.	Yes
5. Our graduates will be skilled in problem-solving and critical thinking.	5.1. Our students will have a good understanding of fundamental theories in their fields.	Yes
	5.2. Our students will be prepared to face problems in various business settings and find solutions.	Yes
	5.3. Our students will demonstrate competency in critical thinking.	Yes

2.2 Course specific objectives

To learn important theories relevant to persuasive communication

2. To apply theories to the practice of persuasive communication

3. To be able to conduct original research and design creative messages for persuasive communication

2.3 Assessment/Grading Details

Assessment task	Weighting
Class Participation (individual)	30%
Discussion Leader (individual)	30%
Final Project - Research Proposal (team)	40%

1. Class Participation (30 points)

Class participation grades reflect my judgment of your contribution to the learning environment. The grades take into account (1) the frequency of your responses in class, (2) their quality (e.g., relevance to course materials; insights that differ from others' points of view; elaboration or clarification of others' opinions), and (3) the professionalism of your conduct (i.e., attendance, punctuality, preparedness, and respect to your colleagues and their contributions).

2. Discussion Leader (30 points)

You need to prepare a set of questions to lead a class discussion on your assigned date. Before the discussion leader proposes discussion questions, ask what each student has learned and what kinds of insights he or she has drawn from the reading materials. Then, ask your questions (about five questions and points or so).

Your question should be (a) relevant to the readings and lectures of that week, and will be graded for its (b) level of profound curiosity. It should ideally (c) integrate the readings for the class meeting with your own media experiences, and (d) make references to classroom discussions and material learned in other classes. The question should focus on (e) whether you (classmates) agree/disagree with the findings, (f) how the selected article supports or contradicts the assigned class readings, (g) how the theory and the model can be applied to another context, and (h) any additional factors to be tested in conjunction with the models, etc.

Feel free to show brief videos, as well as the related pictures or screenshots, if you would like and find them to be relevant and to be helpful in facilitating the discussion. The instructor will be actively involved during the presentation to help and facilitate.

A question that is thoughtful as well as thought-provoking will be awarded full points whereas one that perfunctorily seeks factual answers will be awarded minimal points, if at all. To get the assigned grade, the discussant is responsible for leading an active, interactive discussion. The instructor will be one of the participants in the discussion.

3. Final Group Research Proposal Project (40 points)

You will team up with your peers (depending on the class size; you can do it individually if you want) and are expected to complete a research proposal project (approximately 15-20 pages, font size 12, double-spaced, without references, tables, figures; Side margins must be at least 2.5 cm wide, to allow sufficient room for comments) that applies the theories and research articles discussed in class.

You will be conducting a thorough review of the theoretical literature and relevant scholarly studies related to a topic you choose to analyze using the theories we will learn in this class. This review should be used to develop and support your selected hypotheses and suggested campaign design plan. The paper should go beyond the merely descriptive—it is not a “book report.” You should be able to evaluate, compare and contrast, place in context, and/or discuss future theoretical developments and applications. Then offer your own sets of hypotheses/research questions or campaign message design plan. Include a brief plan for data collection and methodology if it is a research proposal. Pretest results will be highly valued. Proper citations will be expected (APA style). You will receive feedback from peer students as well as the instructor concerning the development of a research project.

2.4 Academic Honesty and Plagiarism

It is important for a student’s effort and credit to be recognized through class assessment. Credits earned for a student work due to efforts done by others are clearly unfair. Deliberate dishonesty is considered academic misconducts, which include plagiarism; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; or altering, forging, or misusing a University academic record; or fabricating or falsifying of data, research procedures, or data analysis.

All assessments are subject to academic misconduct check. Misconduct check may include reproducing the assessment, providing a copy to another member of faculty, and/or communicate a copy of this assignment to the PHBS Discipline Committee. A suspected

plagiarized document/assignment submitted to a plagiarism checking service may be kept in its database for future reference purpose.

Where violation is suspected, penalties will be implemented. The penalties for academic misconduct may include: deduction of honour points, a mark of zero on the assessment, a fail grade for the whole course, and reference of the matter to the Peking University Registrar.

For more information of plagiarism, please refer to *PHBS Student Handbook*.

4. Topics, Teaching and Assessment Schedule

NOTE: The instructor reserves the right to make changes to this timeline and the course.

Topics
[Apr 25] Session 1: Introduction & Overview
[Apr 28] Session 2: Basic Principles of Persuasion
[May 9] Session 3: Mindful and/or Mindless Persuasion
[May 12] Session 4: Attitudes, Normative Influence, and Behaviors
[May 16 & 19] Session 5 & 6: Rational & Emotional Approach I & II
[May 23] Session 7: Narrative & Exemplification
[May 26] Session 8: Social Proof & Authority
[May 30] Session 9: Framing & Regulatory fit/focus
[June 2 & June 6] Session 10 & 11: Social Identity & Comparison
[June 9] Session 12: Social Presence & Embodied Cognition
[June 13] Session 13: In-class review
[June 16] Session 14: Fluency & Language
[June 20] Session 15: Scarcity & Reactance & Defensiveness
[June 23] Session 16: Persuasion Knowledge
[June 27] Session 17: Technology, Media Literacy & Ethical Persuasion
[June 30] Session 18: Final Presentation