

Strategic Communication for the Public Good: PAF 3108

Fully Online (50% Synchronous, 50% Asynchronous)

T/Th 10:45am-12pm

Fall 2022

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Class Zoom Link: <https://baruch.zoom.us/j/3418125643>

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Office Hours: After class or office/Skype by appointment.

"If you think education is expensive, try ignorance."

—Derek Bok

"Why can't we sell brotherhood [sic] like soap?"

—Gerhart Wiebe

"Problems cannot be solved at the same level of awareness that created them."

—Albert Einstein

"Never doubt that a small group of thoughtful, concerned citizens can change the world. Indeed, it is the only thing that ever has."

—Margaret Mead

"I observe to my students that all persuaders ask to borrow just a bit of their minds, just for a little while . . . I tell my students that my course will return their mind to them. . . . I tell them that persuasion is a science that moves by increments, that it happens most powerfully when it least seems to happen at all. . . . I try to instill a kind of arrogant humility in my students, a mind set that gives them the courage to disassemble communication but also the wisdom to never underestimate it."

—Roderick P. Hart

"You are not here merely to make a living. You are here in order to enable the world to live more amply, with greater vision, with a finer spirit of hope and achievement. You are here to enrich the world, and you impoverish yourself if you forget the errand."

—Woodrow Wilson

Course Description

The "official" description: Students will create and manage strategic communication initiatives for a range of public causes. The course focuses on theories of persuasion and social influence, and classic and digital media campaigns such as public service announcements against drunk driving and ads for political candidates. Through such studies, class members will learn how to apply communication strategies and persuasion principles to influence diverse audiences in contemporary contexts involving issue advertising, social marketing, and the running of ethical and effective campaigns for public organizations. *Prerequisite: ENG 2150.*

The "unofficial" description: Let's put aside course catalogue descriptions for a moment and underscore the stakes here. I can't think of a person who would not benefit from this course. If you are a human being, you are an influencer and you are influenced. Constantly, all day long, throughout your past and for the rest of your life. The problem is that much of the time we have little idea of just how much ability we have to influence or how much we are persuaded by the forces all around us. To make matters worse, there are a lot of bad ideas out there about strategic communication. What will this course give you? In essence, having the ability to understand and skillfully apply ethical and effective communication strategies are some of the most valuable skills of our age, no matter what your career path. More on this to come...

“Cameras On” and Virtual Expectations

As noted on CUNY First, since this is a communication course involving interaction and audiovisual skill building, all students taking this section of the course will be required to turn their cameras on for all synchronous class sessions. Exceptions can be granted only on a case-by-case basis. At the same time, to create both a safe and brave space to practice your communication skills, please know that no synchronous class session will ever be recorded in this course.

Professor Bio

Don Waisanen is a Professor in the Baruch College, CUNY Marxe School of Public and International Affairs, where he received the Presidential Awards for Distinguished Teaching and Distinguished Scholarship. He teaches courses and workshops in public communication—including strategic communication, executive communication skills, and seminars on leadership, storytelling, and improvisation. All of Dr. Waisanen’s research projects seek to understand how communication works to promote or hinder the force of citizens’ voices, including the recently published *Leadership Standpoints: A Practical Framework for the Next Generation of Nonprofit Leaders* (Cambridge University Press), *Improv for Democracy: How to Bridge Differences and Develop the Communication and Leadership Skills Our World Needs* (State University of New York Press), *Real Money, Real Power?: The Challenges with Participatory Budgeting in New York City* (Palgrave Macmillan; with Daniel Williams), *Immigration and Strategic Public Health Communication: Lessons from the Transnational Seguro Popular Project* (Routledge; co-authored with Robert Smith and Guillermo Yrizar Barbosa) and *Political Conversion: Personal Transformation as Strategic Public Communication* (Rowman & Littlefield). Previously, Dr. Waisanen worked in broadcast journalism, as a speechwriter, and on political campaigns. He is the founder of Communication Upward, an adjunct lecturer at Columbia University and New York University, and received a Ph.D. in Communication from the University of Southern California’s Annenberg School.

Course Learning Goals

Upon completing this course, students should be able to:

- Articulate and apply persuasion principles, advocacy techniques, marketing methods, and other communication strategies for personal and organizational causes.
- Run an ethical and effective strategic communication campaign for a public organization.
- Use the “salience-agenda/meaning-spin model” to exert greater control over your communication.
- Analyze and justify why strategic communication efforts have been influential or not.
- Adapt messages to diverse domestic and global audiences.
- Understand and practice persuasive methods relating to new digital and social media platforms.

Required Course Materials

- R. H. Gass & J. S. Seiter. (2018). ***Persuasion, Social Influence, and Compliance Gaining*** (6th ed.). Routledge. (note: this book can be found here <https://amzn.to/2KZmiC8> and here <https://amzn.to/2Ntb7n4>)
- C. Heath & D. Heath (2010). ***Switch: How to Change Things When Change is Hard***. Random House.
- ***Communication Campaigns, Strategies, and Marketing: Course Reading Packet***. (Note: the course reading packet chapters are entirely under “Course Documents” on Blackboard—you will not need to make any additional purchases beyond the two books above).

Highly Recommended

- Durham, S. ***Brandraising: How Nonprofits Raise Visibility and Money through Smart Communications***. Jossey-Bass.
- Cialdini, R. ***Pre-suasion: A Revolutionary Way to Influence and Persuade***. Simon & Schuster.

Course Assignments

- Weekly, Short Quizzes on Readings & Prior Class's Notes (Asynchronous only days) 25%
- Weekly Examples of Communication Strategies (Asynchronous only days) 8%
- Weekly Blackboard Posts and Discussions (Asynchronous only days) 10%
- "Salience-Agenda/Meaning-Spin Model" Article Rewrite 9%
- Strategic Communication Campaign Final Project 15%
 - Data Analysis Foundation for Final Project 15%
 - Social Marketing Worksheet and Print Ad for Final Project 5%
- In-Class Exercises and Participation 8%
- Data Analysis Assessment (pass/fail only—you will get full credit for completing) 5%

Graded Assignments

- **Weekly, Short Quizzes.** (Asynchronous only days). Someone once remarked that *reading is "gunpowder for the mind."* There are perhaps few other subjects where this quote applies more than in this course. So that persuasion techniques and communication strategies come readily to mind in your personal and professional lives, these **short quizzes will always cover the readings due for that day, and the readings and in-class notes/discussions we have gone over since the previous quiz.** This method allows for better discussions, and quick reinforcement and internalization of concepts. Once you read and review the information in a short period of time, you will own and be able to apply the information. Make sure you take a pen or highlighter to your readings; very little is remembered the first time material is read. On the second sweep through your notes or highlights, you'll be amazed at how much clearer the readings become. **These quizzes will always take place during our asynchronous online class days.** Each quiz will have *at least* one extra credit opportunity and I will drop your one lowest quiz score from the semester. *The emphasis really is on short and straightforward here—if you have been completing the readings, following and participating in the class lessons, and reviewing your notes, there will be no surprises.* Please note that the quiz questions will be presented one at a time, and you must move forward to the next question once you have answered/saved each—i.e. there is no returning to previous questions at any point in the quiz.
- **Weekly Examples of Communication Strategies.** (Asynchronous only days). To start seeing and applying more persuasive strategies in your everyday lives, in the "Strategy Examples" tab on Blackboard (click on the tab and you'll see the threads "First/Second/etc. Examples" for each day these are due; click on "Thread" in each to create your post), you will be responsible for posting **examples each online day of our course of good/bad, effective/ineffective, or ethical/unethical communication strategies** by the due dates listed in the course schedule below. For instance, these could involve a print advertisement, political television spots, health campaign posters, Internet advocacy, a memo, a newspaper story or opinion piece, a speaker's failed attempt at influence, etc. Other examples may include a *YouTube* clip, "a persuasive concept that an organization used that worked or failed," "a candidate branding strategy," or "how a charity got a particular government agency to fund its efforts." Keep the example as *concrete* as possible for your colleagues. There are only two expectations for these postings; you must:
 - 1) **SHARE/POST THE EXAMPLE FOR THE CLASS** and...
 - 2) **DEMONSTRATE HOW IT CONNECTS TO AT LEAST ONE STRATEGIC COMMUNICATION PRINCIPLE COVERED IN READINGS OR OTHER COURSE CONTENT TO THAT POINT.**

Once you train your mind to identify these strategies, you'll start seeing them everywhere, so trust that there's plenty to work with. As Oliver Holmes said: "Once a mind has been stretched by a new

idea, it never returns to its original shape.” **These are due online by 12pm (noon) each asynchronous online class day.** You must find a different example and strategy for each post. This part of your grade couldn’t be simpler (you’ll receive 100% so long as you fulfill the two expectations each time).

- **Weekly Blackboard Posts and Discussions.** (Online only days). **By 12pm (noon) on the due dates below (these are only for our asynchronous class days), students must post a response to the readings in the “Discussion Board” section of Blackboard.** These reading responses must focus on the following two questions by each due date:
 - o What did you find memorable or applicable in the readings? In other words, what will you take away and apply from the readings?
 - o What are at least *two questions* you have about each day’s readings from a personal or professional perspective? (Note: these questions can be about individual readings or the readings as a whole for that day).

Scan through your colleagues’ posts once they are up. Read the thoughts and questions already posted—your own should not simply repeat what has been put up by others, but rather stimulate additional thoughts and questions about communication strategies. Over our session, contributions to the Blackboard posts that receive an “A” grade will be:

- 1) specific and accurate in their reference(s) to the readings (in other words, they use concrete examples or citations from the articles/chapters to support their claims);
- 2) original in their insights (not just repeating the thoughts of prior posts);
- 3) more often than not, reflective of the breadth and depth of the readings (i.e. it’s clear that you read more than two pages of one chapter in constructing your post);
- 4) challenging, incisive, thoughtful, and practical in questions posed;
- 5) relevant to public affairs and communication;
- 6) well-written (i.e. free of spelling and other grammatical errors, which draw the reader’s attention away from your points and toward such trivialities);
- 7) focused on stimulating additional thought about the issue(s) under discussion/question.

Please also create a “subject field” on your thread that summarizes most of what you have written and makes readers want to read your posts. ***Please note that these postings cannot be made up; they must be posted by the due dates in the course schedule below or will receive no credit. Last, by 12pm (noon) at the latest on the same due dates, you must respond to at least two of your colleagues’ posts or questions. As much as possible, please use the same criteria listed above in your responses to others’ posts.*** On Blackboard, go to “Discussion Board,” where you’ll find threads for each class’s required posts. Once you click in to each week’s section, just hit “Thread” to create your own post. To respond to others’ posts, hit the “Reply” button within their threads.

- **“Salience-Agenda/Meaning-Spin Model” Article Rewrite.** This assignment will require you “to choose an opinionated article in the popular press and *reverse* the essence of its position” through Vatz’s “Salience-Agenda/Meaning-Spin Model.” We will cover the “Salience-Agenda/Meaning-Spin Model” and the article rewrite assignment in classes prior to this assignment’s due date.
- **Social Marketing Worksheet and Print Ad for Final Project.** This worksheet will help you complete much of the pre-work for your final public campaign project; the print ad will be explained in class, more forthcoming.

- **Strategic Communication Campaign Final Project.** You will head a major public campaign for an important issue of your choice (e.g. a healthcare, education, environmental issue, political candidate campaign, etc.). This project and its preceding steps (the marketing worksheet and print ad) can be carried out *individually or in groups*. If you choose the group option, you will need to let the professor know your group (3 people maximum) as soon as possible after the week the final project is covered. You will research the issue, priority audience(s), and design a persuasive strategy to convince the(se) audience(s) to adopt specific *behavioral* changes relative to your issue. As mentioned, you will already have completed two critical steps for this campaign prior to finalizing your plan—the social marketing worksheet and the print ad. You should draw from these sources as you complete the final steps below. When writing your final roadmap for the campaign, please divide your paper into the following headings/sections:

Step 1: Do an issue/audience/market analysis

- What are the demographics or other critical characteristics of your priority audience(s)?
- What do they currently believe about your issue, and what “barriers” does your issue face with the(se) audience(s)?
- What is their Latitude of Attitude? (see Social Judgment Theory in Gass and Seiter)
- What persuasion have they encountered on this topic?

(Note: Point out the obvious, but also go deeper. What are some of the more surprising elements of your in-depth priority audience(s) analysis?)

Step 2: Design a public campaign consisting of at least four specific components.

- ***The first part must be a one to two minute video ad to be shown to your priority audience(s)*** (Note: if you have more than one audience, the commercial must be developed for at least one of these audiences). You can borrow a video camera from media services. Technical quality and creative appeals will be rewarded, but the primary goal is to conduct a sound application of persuasion principles and best-practice communication strategies.
- *The other three parts can take any persuasively sound form.* You can have a guest speaker, handouts, a meeting, etc. Just be certain that you give sufficient details of each of the components of your campaign.
- Be realistic in your presentation. For example, simply offering your audience(s) \$10,000 each to engage in your behavioral objective(s) would not be acceptable. Also, do not violate any clear-cut ethical boundaries, e.g. do not knowingly lie to your audience(s).
- THE FOUR COMPONENTS OF YOUR CAMPAIGN **MUST BE BASED UPON CAREFUL APPLICATION OF AT LEAST SIX MAJOR PERSUASION TECHNIQUES** COVERED IN THIS COURSE AND THE READINGS (OUTSIDE OF “SWITCH”, WHICH IS STEP 3). You are not limited to these principles, but your plan should at least demonstrate your knowledge of the concepts. Please ***bold these six concepts in the final paper.***

Step 3: Go back through the three components of your campaign, and apply at least some of the Rider, Elephant, and Path strategies described in *Switch* to your overall campaign. That is, in whole or part your campaign must demonstrate the use of some strategies involving Rider, Elephant, and Path appeals. Create sub-headings in this section for “Rider,” “Elephant,” and “Path,” and discuss under each how your campaign appeals to these areas. There’s a useful checklist at the back of *Switch* as a quick

reminder of individual strategies. You must demonstrate that you understand how Heath and Heath are using their particular concepts—for instance, “I will make my campaign more emotional by ‘Scripting the Critical Moves’ with...” demonstrates an incorrect understanding of their terms. ***You must cite actual pages/sections from Switch in support of your claims, or you will receive no points for this section.***

Write a five to seven page (no more, no less—typed, double spaced, 12 point Times New Roman font) **paper describing steps 1-3**—with each step as a separate, successive heading. Put this in a final PORTFOLIO demonstrating you have created a campaign project with public value. ***You will be graded on following the above directions, the thoroughness of your research, the quality of your integration of at least six major persuasion principles into your campaign, the accuracy with which you apply the Switch techniques, the creativity of your approach, and the quality of your writing skills. We will watch your one to two minute commercial on the last day of class. The full project is 20% of the final grade, no late anything accepted. The video must be in mp4, DVD, or another approved format. Start early!***

- **Synchronous Class Exercises and Participation.** Be prepared to discuss both the course readings and examples of strategic communication in class each synchronous day that we meet. *You should bring questions about the readings to class and find examples from your daily life or the public arena (in the news, etc.) to illustrate influence tools and concepts*—it will make discussions more interesting and concepts more memorable. Being consistently late or missing synchronous class days will drastically affect this part of your grade.
- **Data Analysis Foundation and Assessment.** (10% total; 6% and then 4% for each of the parts). The professor in this class is participating in a CUNY-wide initiative, supported by the National Science Foundation, to infuse data analysis across the curriculum. As part of this initiative, faculty in courses across CUNY are administering assessments in their classes. These assessments are designed to measure students’ attitudes and skills relating to data analysis and quantitative reasoning.
 - The use of data analysis will be scaffolded and incorporated into your final campaign project for the semester. This research will form a foundation for justifying your project and will prevent you from creating a “solution in search of a problem” from the outset. Before you do the social marketing worksheet and develop any subsequent components of your final campaign projects, the steps for this data analysis foundation will involve:
 - Addressing the research question for your project.
 - Collecting data through constructed surveys that will help you address your research question and justify your project.
 - Interpreting results.
 - Presenting these results in a graph.*Full instructions for this assignment can be found on Blackboard under the “Data Analysis Foundation for Your Final Campaign Projects” document.*
 - Additionally, there will be an assessment administered very early in the semester and one at the end of the semester. These assessments count for 4% of your class grade (each assessment is 2%), but you are NOT graded on your performance. That said, we do ask that you try your best since student performance on these assessments speaks to the skills and talents of CUNY students. Before you take the assessment, you have the option of indicating whether you want your assessment data to be used for research purposes. If

you opt to allow the data to be used for research purposes, you will be compensated \$5 for each assessment you complete.

- **Extra Credit.** Some extra credit will be offered in this class that in no way replaces course assignments (you must complete *all* assignments to pass this class). Here's one extra credit assignment that will add points to your quiz scores:
 - o Create a *YouTube* video about a public affairs topic/issue that receives at least 5000 hits.
 - o Generate a locally trending public affairs topic/issue on *Twitter*.
 - o Create a *Facebook* group about a public affairs topic/issue that attracts at least 400 members.

Know in advance that I have ways of discerning the legitimacy of these numbers—as a reminder, the topic/issue must be relatable to our course's content. (source: Bryan McCann)

Course Policies

- **Attendance.** You are allowed ***one absence from class on a day we meet synchronously, no questions asked***. After that, each absence may reduce your final course grade by a third of a letter grade. I don't differentiate between excused and unexcused absences, so it is a good idea to save your one absence for actual illnesses, out-of-town events, or family emergencies. If you miss an in-class exercise or assignment due to absence or tardiness, you will receive no points for those activities. *Consistently being late to class will drastically lower your final grade.*
- **Zoom Requirements.** For synchronous Zoom classes once a week, you are required to attend, have your camera on, and participate in our discussions and exercises.
- Student: **"I can't make the synchronous class this week, will I miss anything important?"** Professor: **"Yes."**
- **Deadlines/Exams.** Due dates for both oral and written assignments are final. If you are absent the day an assignment is due, you will receive a 10% deduction in assignment grade for each day that the assignment is not turned in. *No computer excuses will be accepted.*
- **Grades.** Questions about grades should be addressed in a timely manner. There is a 24-hour "wait period" after receiving a grade, and then questions should be addressed within the next 10 days. Grade challenges must be submitted in writing, and you should use concepts from class to make a compelling argument.
- **Academic Integrity.** From Baruch College's statement(s) regarding academic dishonesty: "Academic dishonesty is unacceptable and will not be tolerated. Cheating, forgery, plagiarism and collusion in dishonest acts undermine the college's educational mission and the students' personal and intellectual growth. Baruch students are expected to bear individual responsibility for their work, to learn the rules and definitions that underlie the practice of academic integrity, and to uphold its ideals. Ignorance of the rules is not an acceptable excuse for disobeying them. Any student who attempts to compromise or devalue the academic process will be sanctioned" (see detailed explanation that you will sign on the final pages of this document). The Baruch College Library also has an instructional tutorial on writing and avoiding plagiarism (<http://newman.baruch.cuny.edu/instruct/default.htm>).
- **Services for Students with Disabilities.** Baruch has a continuing commitment to providing reasonable accommodations for students with disabilities. Like so many things this fall, the need for accommodations and the process for arranging them have been altered by COVID-19 and the safety protocols currently in place. Students with disabilities who may need some accommodation in order to fully participate in this class should contact Student Disability Services as soon as possible at disability.services@baruch.cuny.edu or call 646/312-4590.

COURSE SCHEDULE*

Please note: to work with Baruch's many holidays this fall semester, all days the college is closed have been skipped in the schedule below—as a result, so that we can keep on track, please hew closely to the specific Tuesday and Thursday dates that will be either synchronously or asynchronously online, respectively. All in class and online days will always alternate in succession, i.e. if we meet synchronously for class one day, then the next class day will always be asynchronous, and then the next day will always be at synchronous, etc.

Week 1

Thur Aug 26 **(Sync.)** **Introduction: Assessing Institutional Influence, Campaigns, and Advocacy in the Attention Age—A Map of the Territory; The Architecture of Social Change**

Tues Aug 31 **(Async.)**

Read: Patterson et. al, "You're an Influencer" (p. 13-22)

Read: Heath and Heath, Chapter 1 ("Three Surprises about Change") (p. 1-24)

Read: Lanham, "Preface" (p. xi-xiii)

Watch: Liu, "Why Ordinary People Need to Understand Power":

<https://bit.ly/37SKQG6> (approx. 16 mins)

Watch: Moore, "Reading Strategically in PAF 3108":

www.youtube.com/watch?v=jYoGVS4v3SE (approx. 10 mins)

(Please note: the readings for each week will always be due by the beginning of our second, online asynchronous class day; the quiz, Blackboard posts and discussions, and examples of campaign or advocacy strategies will also only be due during our second online asynchronous class days)

Due: Quiz 1 online between 10:45-11am on Blackboard (remember that the quizzes cover the reading assignments due for each week, and any prior readings and lessons covered in class since the last quiz—so for today, this quiz will cover all readings and class material for week 1 only)

Due: Blackboard Posts and Discussions online—both your post and two responses to other posts are due by 12pm (noon)

Due: Example of Strategy 1 posted online by 12pm (noon) (These should be posted to the "Strategy Examples" Tab of Blackboard under the required day listed. Make sure to follow the instructions detailed above in making your posts)!

Sync Class Zoom Link: <https://baruch.zoom.us/j/3418125643> (please use this link, also found at our course Blackboard site, for all of our synchronous classes)

Week 2

Thur Sep 2 **(Sync.)**

Thur Sep 9 **(Async.)**

Getting Beyond "Awareness" Campaigns, Your New Mantra: Behaviors, Behaviors, Behaviors!; Campaign Histories and What They Teach Us About the Present; Defining Persuasion and Opening the Influence Toolbox in Campaigns

Read: Patterson et. al, "Find Vital Behaviors" (p. 23-44)

Read: Christiano & Neimand, "Stop Raising Awareness Already"

(<http://bit.ly/2kXTwAR>)

Read: Gass and Seiter, Chapter 1 ("Why Study Persuasion?") (p. 1-24); 2 ("What Constitutes Persuasion") (p. 43-46 ONLY)

Read: Manheim, Chap. 1 ("Points of Origin") (p. 3-17)

Watch: Jordan, "The Difference Between Commercial Marketing & Behavior Change Marketing": <http://bit.ly/1w5INck> (approx. 30 mins)

Watch: Matthews, "The Role of Communications in Narrative Change" <https://bit.ly/3yVPIWV> (approx. 6 mins)

(As a reminder, the readings for each week will always be due by the beginning of our second, online asynchronous class day; the quiz, Blackboard posts and discussions, and examples of campaign or advocacy strategies will also only be due during our second online asynchronous class days)

Due: Quiz 2 online between 10:45-11:05am on Blackboard (remember that the quizzes cover the reading assignments due for each week, and any prior readings and lessons covered in class since the last quiz—so for today, this quiz will cover all readings and class material for week 2 only)

Due: Blackboard Posts and Discussions—both your post and two responses to other posts are due by 12pm (noon)

Due: Example of Strategy 2 posted by 12pm (noon) (These should be posted to the "Strategy Examples" Tab of Blackboard under the required day listed. Make sure to follow the instructions detailed above in making your posts!)

Due: Data Analysis Assessment Pre-Test by 12pm (noon) (please see the "Data Analysis Assessment" tab on Blackboard to complete this)

Week 3

Tues Sep 14 **(Sync.)**

Tues Sep 21 **(Async.)**

Keeping It In Line: Consistency, Credibility, and Change; Intro to Social Marketing Strategies; Campaign Case Study: Public University Admissions (and Your Projects)

Read: Gass and Seiter, Chap. 3 ("Attitudes and Consistency") (p. 71-76 ONLY, starting from the section "Cognitive Dissonance Theory"); and 4 ("Credibility") (p. 83-99)

Read: Lee and Kotler, Chap. 1 ("Defining and Distinguishing Social Marketing") (p. 2-8, 11-14, 18-35 ONLY)

Additional Case Studies: "Increasing Family Planning in Pakistan" and "Decreasing Use of Mobile Phones While Driving" (p. 82-85; 69-71; focuses on basic research as an avenue to better communication strategies)

Watch: Shephard, "3 Kinds of Bias that Shape Your Worldview": <https://bit.ly/3k79KYs> (approx. 16 mins)

Due: Quiz 3 online between 10:45-11:05am on Blackboard

Due: Blackboard Posts and Discussions—both your post and two responses to other posts are due by 12pm (noon)

Due: Example of Strategy 3 posted by 12pm (noon)

Week 4

Thur Sep 23 **(Sync.)**

Tues Sep 28 **(Async.)**

16 Tips for Successful Campaigns; Campaign Case Study: What the Superbowl Teaches us about Public Influence

Read: Gass and Seiter, Chap. 5 ("Communicator Characteristics and Persuadability") (p. 105-127).

Read: Heath and Heath, Chapter 2 ("Find the Bright Spots") (p. 27-48).

Read: Lee and Kotler, Chap. 3 ("16 Tips for Success") (p. 55-76).

Read: Duhigg, "Why Don't You Donate for Syrian Refugees? Blame Bad Marketing" (<https://nyti.ms/3gbdGpR>) (short)

Additional Case Studies: “Reducing Tobacco Use in the United States . . . ‘One Size Never Fits All’” and “Using Psychographic Segmentation to Inform Targeted Strategies to Reduce Substance Abuse Among College Students” (p. 129-134; 147-150; demonstrates why/how audiences need to be segmented in the development of communication strategies)

Watch: Trends in the Science of Communication Strategy [click on the “Prof’s Short Videos” tab on the left hand side of our Blackboard course page to view this]

Due: Quiz 4 online between 10:45-11:05am on Blackboard

Due: Blackboard Posts and Discussions—both your post and two responses to other posts are due by 12pm (noon)

Due: Example of Strategy 4 posted by 12pm (noon)

Week 5

Thur Sep 30 **(Sync.)**

Tues Oct 5 **(Async.)**

Scripting the Language of Influence, Choice Architects and Public Priming Strategies; Counter-Persuasion; A Complete Campaign Marketing Overview

Read: Gladwell, Chapter 2 (“The Locked Door: The Secret Life of Snap Decisions”) (p. 52-61 ONLY).

Read: Gass and Seiter, Chapter 7 (“Language and Persuasion”) (p. 162-178).

Read: Heath and Heath, Chapter 3 (“Script the Critical Moves”) (p. 49-72).

Read: Lee and Kotler, Chap. 2 (“10 Steps in the Strategic Marketing Planning Process”) (p. 41-65).

Watch: Leaver, “Is Donald Trump a Rhetorical Genius?” (<https://bit.ly/2UAEDsA>) (approx. 5 mins) [a professor breaks down Trump’s language in persuading many in his base to his views/causes]

Take: Katz and Andrews, “How Y’all, Youse and You Guys Talk”:

<https://nyti.ms/3srqb5p> [Going one step further with just how patterned language becomes – to the point where researched groupings of words can now be used to identify audiences / language communities – please take a few minutes to fill out the link to this quick quiz on habitual words/styles]

Due: Quiz 5 online between 10:45-11:05am on Blackboard

Due: Blackboard Posts and Discussions—both your post and two responses to other posts are due by 12pm (noon)

Due: Example of Strategy 5 posted by 12pm (noon)

Due: DARE project group survey topics due by 12pm (noon)

Week 6

Thur Oct 7 **(Sync.)**

Tues Oct 12 **(Async.)**

Rallying Social (not Psychological!) Influence and Persuasive Order and Structure in Campaigning; Viral Messages and the New Spreadability; Campaign Case Study

Read: Gass and Seiter, Chapter 6 (“Conformity and Influence in Groups”) (p. 134-161); 9 (“Structuring and Ordering Persuasive Messages”) (p. 210-229).

Read: Heath & Heath, Chapter 10 (“Rally the Herd”) (p. 225-249).

Additional Case Study: “Reducing Drinking and Driving in Montana: Evaluating a Social Norms Approach” (p. 205-208; demonstrates one of the most evidence-based communication strategies).

Watch: Centola and Guilbeault, “Study Finds Surprising Source of Social Influence”: <https://bit.ly/3xPtBQB> (approx. 1 minute)

Watch: Smith, *Reinventing Social Marketing*: <http://bit.ly/1GjD6Km> [note: please watch from 7:52-14:32 ONLY]

Due: Quiz 6 online between 10:45-11:05am on Blackboard

Due: Blackboard Posts and Discussions—both your post and two responses to other posts are due by 12pm (noon)

Due: Example of Strategy 6 posted by 12pm (noon)

Week 7

Thur Oct 14 (Sync.)

Tues Oct 19 (Async.)

Truth in a Post-Truth World; The Salience-Agenda/Meaning-Spin Model Week; The “Ask/Pitch” Part 1; Guest Communication Strategist/Advocate Interview 1 or Field Trip

Read: Campbell, Griffin, & Neimand, “Persuasion in a Post-Truth World”

(<http://bit.ly/2pXqpo1>)

Read: Kendall-Taylor, “The Power of Fact in a ‘Post-Truth’ World”

(<https://bit.ly/2JFtLBp>)

Read: Vatz, “Examples of the Salience-Agenda/Meaning-Spin Model” (p. 81-93) and “Examples of the Article Rewrite Assignment” (p. 49-67).

Read: Schmidt, “Americans’ Views Flipped on Gay Rights. How Did Minds Change so Quickly?” (<https://wapo.st/3z1uM0C>) [another application spotlighting salience and meaning, along with other techniques we’re exploring]

Additional Case Studies: Hester, “A Brief History of Subway Etiquette Campaigns” (<http://bit.ly/2BhhkXS>) and Bliss, “How Badly Do New York City Subway Riders Actually Behave?” (<http://bit.ly/2FWNU52>) (further focuses how basic research is foundational to excellent communication strategies, or not putting the “cart” [in this case, a subway ad campaign] ahead of the “horse” [basic research about the issue], so to speak)

Due: Please watch one full episode of NBC’s TV Show “Shark Tank” (found here: <http://abc.go.com/shows/shark-tank/episode-guide>) and write one or more paragraphs on why—using one or more ideas that you’ve learned about in this course so far—you think one of the presenters on this show was approved or rejected by the shark tank investors. Please write this in the “Discussion Board” section on BlackBoard for this week, and provide both the name of the episode, the season and episode number (e.g. S7 Ep9), and the time range in the video to which you’re referring.

Due: Article Rewrite Assignment (submit via the “Agenda/Spin Week” tab on Blackboard by 12pm (noon) on Tuesday, October 19; *the professor will give directions for this class and assignment prior to this week*).

NO QUIZ, DISCUSSION BOARD POSTS, OR STRATEGY EXAMPLES DUE THIS WEEK

Due (Oct 19th): DARE Group Project Survey Questions Finalized

Week 8

Thurs Oct 21 (Sync.)

Tues Oct 26 (Async.)

Give and Get: Sequence and Commitment; Networks and Advanced Campaign Architectures; The Power of Emotional Advocacy; Myths and Truths about “Branding”

Read: Gass and Seiter, Chapter 10 (“Sequential Persuasion”) (p. 260-278);

Read: Heath and Heath, Chapter 5 (“Find the Feeling”) (p. 101-123)

Read: Christiano and Neimand, “The Science of What Makes People Care”

(<https://bit.ly/3xXuBIN>)

Read: Rein et. al., Chapter 7 ("Misconceptions of Brand Building") (p. 161-196).
Watch: Brandraising [click on the "Prof's Short Videos" tab on the left hand side of our Blackboard course page to view this; note: please ignore my reference to the "institutional communication audit"—that will not be due in our class this semester]

Note: Final Projects will be assigned this week (please decide as soon as possible whether you want to do the final project individually or in a group—3 people maximum—if you want to go with the group option, you must form your own groups).

Due: Quiz 7 online between 10:45-11:05am on Blackboard (note: today's quiz will also cover readings due from Week 7)

Due: Blackboard Posts and Discussions—both your post and two responses to other posts are due by 12pm (noon)

Due: Example of Strategy 7 posted by 12pm (noon)

Week 9

Thur Oct 28 (**Sync.**)

Tues Nov 2 (**Async.**)

The Influence of Lack and Quick Decisions; Your New, Second Favorite "B" Word: Barriers; What Every Public/Private Organization Needs: Positioning

Read: Heath and Heath, Chapter 6 ("Shrink the Change") (p. 124-148).

Read: Lee and Kotler, Chap. 9 ("Crafting a Desired Positioning") (p. 234-257)

Additional Case Studies: "Be Active: An Award-Winning Program in Birmingham, England" and "Reducing Litter in Texas" (p. 186-188, 178-184; these two campaigns provide excellent examples of the need to know audience objections before developing communication strategies).

Quickly Skim: "How to Talk to COVID-19 Vaccine Holdouts: Calm Fears, Correct Myths" (<https://utswmed.org/medblog/covid-vaccine-holdouts/>) [provides an example of real lists of barriers people have to vaccination]

Watch: Lee, "How Can I Help You?": Understanding Target Audience Barriers: <http://bit.ly/1zuwRNu> (approx. 10 mins)

Watch: Moss, Broccoli's Extreme Makeover: <http://nyti.ms/1huatxE> and Intermarche, Inglorious Fruits and Vegetables: <http://vimeo.com/98441820> (approx. 10 mins) [two examples of repositioning strategies]

Due: Quiz 8 online between 10:45-11:05am on Blackboard

Due: Blackboard Posts and Discussions—both your post and two responses to other posts are due by 12pm (noon)

Due: Example of Strategy 8 posted by 12pm (noon)

Due (Oct 28th): Review of DARE Project Questions in Class and Survey Distribution

Week 10

Thur Nov 4 (**Sync.**)

Tues Nov 9 (**Async.**)

Motivational Appeals; Growing Your People; Entertaining Influence and Comic Activism; Campaign Case Studies: How to Start Your Own Cult?; Preview of Context Strategies

Read: Gass and Seiter, Chapter 13 ("Motivational Appeals") (p. 309-328).

Read: Heath and Heath, Chapter 7 ("Grow Your People") (p. 149-176).

Read: Thaler and Sunstein, Nudge ("Introduction") (p. 1-14).

Watch: Jordan, How Behavior Change Marketing Can Save the World: <http://bit.ly/1YbyekA> (approx. 20 mins)

Due: 1-2 paragraphs describing your final project idea (please email to the professor at don.waisanen@baruch.cuny.edu at the beginning of class on **Thursday Nov 4**; if you're in a group, I will only need one per group)
Due: Quiz 9 online between 10:45-11:05am on Blackboard
Due: Blackboard Posts and Discussions—both your post and two responses to other posts are due by 12pm (noon)
Due: Example of Strategy 9 posted by 12pm (noon)

Week 11

Thur Nov 11 (**Sync.**)

Tues Nov 16 (**Async.**)

Visual Campaign Persuasion; Advanced Contextual and Promotional Strategies; New/Digital Media 1: Online/Social-Media Influence; Campaign Case Studies: Communication Campaigns in the Digital Age—Facebook as a Cauldron of Influence; Guest Digital Strategist/Advocate Interview 2 or Field Trip

Read: Gass and Seiter, Chapter 14 ("Visual Persuasion") (p. 336-358)

Read: Heath and Heath, Chapter 8 ("Tweak the Environment") (p. 179-202).

Read: Lee and Kotler, Chapter 12 ("Place: Making Access Convenient and Pleasant") (p. 310-334); 14 ("Promotion: Selecting Communication Channels") (p. 377-412).

Read: Ballantyne, Celniker, and Ditto, "Can Shocking Images Persuade Doubters of COVID's Dangers?" (<https://bit.ly/3iSbEMX>) (short)

Watch: *All Washed Up*: www.youtube.com/watch?v=osUwukXSd0k [a good reminder that, as the first chapters from this course outlined, combining influence strategies increases the probability of change; a summary of the work referred to in the video can be found here: <http://bit.ly/1EH2Q2a>] (approx. 7 mins)

DUE (Nov 16th): Final Writeup/Graph and DATA ANALYSIS FOUNDATION FOR FINAL PROJECTS

Due: Quiz 10 online between 10:45-11:05am on Blackboard

Due: Blackboard Posts and Discussions—both your post and two responses to other posts are due by 12pm (noon)

Due: Example of Strategy 10 posted by 12pm (noon)

Week 12

Thur Nov 18 (**Sync.**)

Tues Nov 23 (**Async.**)

Habitual Influence and New/Digital Media 2: Persuasive Technologies; Forefront Techniques for Promoting Your Cause; Deceptive Campaigns and Ethical Advocacy

Read: Heath and Heath, Chapter 9 ("Build Habits") (p. 203-224).

Read: Fogg, Chapter 3 ("Computers as Persuasive Tools") [professor's note: this has become a classic reading in Internet studies; while the examples may seem a dated, you'll notice that the online influence techniques are not]

Read: Lee and Kotler, Chap. 13 ("Promotion: Deciding on Messages, Messengers, and Creative Strategies") (338-373).

Read: Delany, "Ten Big Trends in Digital Politics, Activism and Advocacy in 2021" (Part 1: <https://bit.ly/3spnrFO> and Part 2: <https://bit.ly/37Qlfh7>) (short)

Additional Case Study: "Pigs for Peace" (116-118; one participatory way the 4Ps have been implemented).

Due: COMPLETE SOCIAL MARKETING WORKSHEET (please find and submit via the “Final Project” tab on Blackboard by 12pm (noon) **on Tuesday Nov 23**; if you’re in a group, I will only need one per group)

NO QUIZ, DISCUSSION BOARD POSTS, OR STRATEGY EXAMPLES DUE THIS WEEK

Week 13

Tues Nov 30 (**Sync.**)

Thur Dec 2 (**Async.**)

Subliminal Campaigns and Esoteric Influence; Practicing Switch; The “Ask/Pitch” Part 2; Toward Ethical, Effective, and Multidimensional Advocacy in Public Affairs

Read: Blanding, “Marketing Obamacare” (see here: <http://hbs.me/1rR6aTP>)

Read: Gass and Seiter, Chapter 15 (“Esoteric Forms of Persuasion”) (p. 363-389); 16, (“The Ethics of Persuasion”) (p. 390-399 ONLY).

Read: Heath & Heath, Chapter 11 (“Keep the Switch Going”) (p. 250-259).

Quickly Skim Through: Dervin & Foreman-Wernet (“Sense-Making Methodology as an Approach to Understanding and Designing for Campaign Audiences”) (p. 147-149; 150-155; 159-160).

Watch: *The Ask* [click on the “Prof’s Short Videos” tab on the left hand side of our Blackboard course page to view this]

Watch: Video Review for Switch: <http://bit.ly/1EH2Xul> (approx. 8 mins)

Due: CAMPAIGN PRINT ADS (please submit via the “Final Project” tab on Blackboard by 12pm (noon) on Thursday Dec 2; if you’re in a group, I will only need one per group)

Due: Quiz 11 online between 10:45-11:05am on Blackboard (note: today’s quiz will also cover materials from Week 12)

Due: Data Analysis Assessment Post-Test by 12pm (noon) (please see the “Data Analysis Assessment” tab on Blackboard to complete this)

NO DISCUSSION POSTS OR STRATEGY EXAMPLE DUE THIS WEEK

Week 14

Tues Dec 7 (**Sync.**)

Thur Dec 9 (**Async.**)

Your Campaign Plans: Final Projects

Watch: Moore, “Applying Course Concepts in PAF 3108”:

www.youtube.com/watch?v=55VIRipMXws (approx. 16 mins)

Due: THE SHOWING OF YOUR CAMPAIGN VIDEO ADS IN CLASS (due in class *only* on Tuesday, December 7th)

Due: STRATEGIC COMMUNICATION CAMPAIGN FINAL PROJECT PAPER (please submit via the “Final Project” tab on Blackboard by 12pm (noon) on Thursday, Dec 9; if you’re in a group, I will only need one per group)

*Parts of this schedule may be revised at the professor’s discretion.

Further Resources

On our Blackboard site, you will notice the section labeled “Professor’s Posts and Further Resources” includes further notes and links to videos, articles, and other texts to examine. For further reading on this subject and a select bibliography upon which this course is based, see:

Books:

- Aaker, Jennifer, and Andy Smith. *The Dragonfly Effect: Quick, Effective, and Powerful Ways to Use Social Media to Drive Social Change*. Jossey-Bass.

- Alter, Adam. *Drunk Tank Pink, and Other Unexpected Forces that Shape How We Think, Feel, and Behave*. Penguin.
- Andreasen, Alan. *Social Marketing in the 21st Century*. Sage.
- Andresen, Katya. *Robin Hood Marketing: Stealing Corporate Savvy to Sell Just Causes*. Jossey-Bass.
- Panepento, Peter and Antionette G. Kerr, *Modern Media Relations for Nonprofits*. Bold and Bright Media.
- Bonk, Kathy, Emily Tynes, Henry Griggs, and Phil Sparks. *Strategic Communications for Nonprofits: A Step-by-Step Guide for Working with the Media*. Jossey-Bass.
- Bowers, John, Donovan Ochs, Richard Jensen, and David Schulz. *The Rhetoric of Agitation and Control*. Waveland Press.
- Brafman, Ori, and Rom Brafman. *Click: The Magic of Instant Connections*. Broadway Books.
- Brafman, Ori, and Rom Brafman. *Sway: The Irresistible Pull of Irrational Behavior*. Doubleday.
- Bryson, John. *Strategic Planning for Public and NonProfit Organizations: A Guide to Strengthening and Sustaining Organizational Achievement*. Wiley, John, and Sons.
- Cialdini, Robert. *Influence: Science and Practice*. Prentice-Hall.
- Davenport, Thomas, and John Beck. *The Attention Economy*. Harvard University Press.
- Day, Amber. *Satire and Dissent: Interventions in Contemporary Political Debate*. Indiana University Press.
- Durham, Sarah. *Brandraising: How Nonprofits Raise Visibility and Money through Smart Communications*. Jossey-Bass.
- Feinglass, Art. *The Public Relations Handbook for Nonprofits: A Comprehensive and Practical Guide*. Jossey-Bass.
- Fogg, B.J. *Persuasive Technology: Using Computers to Change What We Think and Do*. Morgan-Kauffman.
- Gladwell, Malcolm. *Blink: The Power of Thinking without Thinking*. Little, Brown, and Company.
- Goldstein, Noah, Steve Martin, and Robert Cialdini. *Yes!: 50 Scientifically Proven Ways to Be Persuasive*. Free Press.
- Goodman, Andy. *Communications Toolkit: A Guide to Navigating Communications for the Nonprofit World*. Cause Communications.
- Goodman, Andy. *Why Bad Ads Happen to Good Causes*. Cause Communications.
- Hessenius, Barry. *Hardball Lobbying for Nonprofits: Real Advocacy for Nonprofits in the New Century*. Palgrave-Macmillan.
- Holznier, Steven. *Facebook Marketing*. Que.
- Kotler, Phillip, and Nancy Lee. *Social Marketing: Influencing Behaviors for Good*. Sage.
- N. Laidler-Kylander & J. Shepard Stenzel. *The Brand IDEA: Managing Nonprofit Brands with Integrity, Democracy, and Affinity*. Jossey-Bass.
- Lanham, Richard. *The Economics of Attention: Style and Substance in the Age of Information*. University of Chicago Press.
- Luntz, Frank. *Words that Work: It's Not What You Say, It's What People Hear*. Hyperion.
- Manheim, Jarol. *Strategy in Information and Influence Campaigns: How Policy Advocates, Social Movements, Insurgent Groups, Corporations, Governments and Others Get What They Want*. Routledge.
- McCraney, David. *You are Now Less Dumb*. Gotham.
- Mahoney, L. Meghan, and Tang Tang. *Strategic Social Media: From Marketing to Social Change*. Wiley.
- Ogden, Laurie, and Joseph Wilson. *Strategic Communications: Planning for Public Relations and Marketing*. Kendall-Hunt.

- Patterson, Kerry et. al. *Influencer: The Power to Change Anything*. McGraw-Hill.
- Pratkanis, Anthony, and Elliott Aronson. *Age of Propaganda: The Everyday Use and Abuse of Persuasion*. W.H. Freeman and Company.
- Ragas, Matthew, and Ron Culp. *Business Essentials for Strategic Communicators: Creating Shared Value for the Organization and its Stakeholders*. Palgrave-Macmillan.
- Rein, Irving, Philip Kotler, Michael Hamlin, and Martin Stoller. *High Visibility: Transforming Your Personal and Professional Brand*. McGraw-Hill.
- Rice, Ronald E., and Charles K. Atkin. *Public Communication Campaigns*. Sage.
- Schaefer, Mark W. *The Tao of Twitter: Changing Your Life and Business 140 Characters at a Time*. McGraw-Hill.
- Stewart, Charles, Craig Smith, and Robert Denton. *Persuasion and Social Movements*. Waveland.
- Thaler, Richard, and Cass Sunstein. *Nudge: Improving Decisions About Health, Wealth, and Happiness*. Yale University Press.
- Vatz, Richard. *The Only Authentic Book of Persuasion: The Salience-Agenda/Meaning-Spin Model*. Kendall Hunt.
- Weinreich, Nedra. *Hands-On Social Marketing: A Step-by-Step Guide to Designing Change for Good*. Sage.

Some Recommended Websites/Email Subscriptions/Links/Articles:

- Social Marketing Listserv: <http://bit.ly/1uXC3Yd>
- Social Marketing Panorama: <http://www.socialmarketingpanorama.com/about.html>
- On Social Marketing and Social Change: <http://socialmarketing.blogs.com/>
- Social Butterfly: <http://www.fly4change.com/>
- Supercharge Your Social Marketing: <http://ebook.socialmarketingu.com/>
- International Social Marketing Association blog: <https://isocialmarketing.org/blog/>
- ISMA, ESMA, and AASM Consensus Definition for Social Marketing: <http://bit.ly/1t6MrN9>
- Big Duck's Smart Communications podcast:
<https://bigducknyc.com/insights/welcome-to-the-smart-communications-podcast/>
- Brooke's2Cents: <http://www.brookes2cents.com/> ("distribute[s] a bi-weekly newsletter that dives into human behavior (why we do the things we do) and how marketing and communications can motivate action").
- Frank: <http://frank.jou.ufl.edu/about/what-is-frank/> ("a community of movement builders and changemakers who use strategic communications to drive positive social, institutional and behavioral change. At our gathering and on our website, we provide fresh research, insights and news to inform and drive the field of public interest communications").
- M&R Benchmarks: <https://mrbenchmarks.com/>
- Nielsen PRIZM zip code search [for segmentation analysis]: <http://MyBestSegments.com>
- Stanford Persuasive Technology Lab: <http://captology.stanford.edu/>
 - Behavior Wizard program explanation:
<http://captology.stanford.edu/projects/behavior-wizard-2.html>
 - The Behavior Wizard online tool: <http://www.behaviorwizard.org/wp/>
- USC's Norman Lear Center, Media Impact Project: <http://www.blog.learcenter.org/>
- Ad Council: www.adcouncil.org
- Adforum: www.adforum.com
- FrameWorks Institute: <http://www.frameworksinstitute.org/>
- Common Craft Videos: www.commoncraft.com/show
- Powtoons Videos: www.powtoons.com

- Animoto Videos: <https://animoto.com/>
- “Beth’s Blog: How Nonprofits Can Use Social Media”: <http://beth.typepad.com>
- NTEN: The Nonprofit Technology Network: www.nten.org
- Non Profit Website Design: Examples and Best Practices: <http://bit.ly/1kDFhgl>
- Classy: www.classy.org is a great site with lots of free resources on how to engage donors
- Tools for “Building Habits”: <http://instagantt.com/> and <https://asana.com/> (with Heath and Heath’s call to “build habits, these are two tools that you might find useful for building timelines and deadlines in communication campaigns)
- “Understanding Motivation” podcast: <http://pca.st/p11B>
- More examples of why many campaigns backfire (especially messages that end up encouraging the very behavior that they tried to discourage): <http://bit.ly/2EW9fKp> and <http://bit.ly/2DokH0U>
- The FDA’s Real Cost Campaign (as a foil to the previous two examples): <http://bit.ly/12uaRaP>
- ISIS’s Communication Strategy: <http://bit.ly/2mVTsoy>
- Sutherland, “Life Lessons of an Ad Man”: <http://bit.ly/1cVIA2c>
- Building a Communication Strategy for Diversity and Inclusion: <https://pca.st/CU7b>
- Workplace Safety Campaign using Virtual Reality: <https://levelupmb.ca/>

INTEGRITY CODE

By being in this course, you have agreed to act in accordance with the following:

Definitions of Academic Dishonesty (from www.baruch.cuny.edu/academic/academic_honesty.html)

Cheating is the attempted or unauthorized use of materials, information, notes, study aids, devices or communication during an academic exercise. Examples include:

- Copying from another student during an examination or allowing another to copy your work.
- Unauthorized collaborating on a take home assignment or examination.
- Using unauthorized notes during a closed book examination.
- Taking an examination for another student.
- Asking or allowing another student to take an examination for you.
- Changing a corrected exam and returning it for more credit.
- Submitting substantial portions of the same paper to two classes without consulting the second instructor.
- Preparing answers or writing notes in a blue book (exam booklet) before an examination.
- Allowing others to research and write assigned papers including the use of commercial term paper services.

Plagiarism is the act of presenting another person’s ideas, research or writing as your own:

- Copying another person’s actual words without the use of quotation marks and footnotes.
- Presenting another person’s ideas or theories in your own words without acknowledging them.
- Using information that is not considered common knowledge without acknowledging the source.
- Failure to acknowledge collaborators on homework and laboratory assignments.

Obtaining an Unfair Advantage:

- Stealing, reproducing, circulating or otherwise gaining prior access to examination materials.
- Depriving other students by stealing, destroying, defacing or concealing library materials.
- Retaining, using or circulating examination materials that clearly indicate that they should be returned at the end of the exam.
- Intentionally obstructing or interfering with another student’s work.
- Engaging in activities that intentionally create an unfair advantage over another student’s academic

work.

Falsification of Records and Official Documents:

- Forging signatures of authorization
- Falsifying information on an official academic record.
- Falsifying information on an official document such as a grade report, letter of permission, drop/add form, ID card or other college document.

Collusion:

- Lending assistance or failing to report witnessed acts of academic misconduct.

Penalties for Academic Dishonesty

Engaging in acts of academic dishonesty can end a student's college career and jeopardize future career goals. Baruch College is committed to maintaining an atmosphere of academic integrity. Students should know that faculty and staff do follow routine practices that readily detect acts of academic dishonesty. Faculty are experts in their field of study and are often familiar with the source of plagiarized material. Techniques for detecting cheating are used on blue books and examination papers, especially in large course sections. All alleged cases of academic dishonesty are subject to due process. . . . A disciplinary file becomes a part of the student's permanent record.

A Quick Guide to Citation Form for This Course

If you want to *paraphrase* a source, you need only include the author's last name and the date in parenthesis at the end of the sentence:

The author seems to believe that the Constitution would not have been ratified if there had not been a promise of a bill of rights (Wilson, 2021).

If you want to directly quote a source, you should use quotation marks around the words that appear in the source and include the author's last name, the date, and the page number(s) at the end of the sentence:

He proves his point by stating, "scholars have debated at length whether the Constitutional convention was made up of opposed factions" (Wilson, 2021, p. 28).

In either instance, if you use the author's name in the sentence, you do not need to put it in the parentheses:

Wilson (2021) concludes that Madison was the glue that held the delegates together.

ANY ACT OF PLAGIARISM AND/OR ANY ACT OF CHEATING IS CONSIDERED AN ACT OF ACADEMIC DISHONESTY AND WILL BE REPORTED TO THE UNIVERSITY STUDENT CONDUCT OFFICE.