



هيئة تقويم التعليم

Education Evaluation Commission

المركز الوطني للتقويم والاعتماد الأكاديمي

National Center for Academic Accreditation and Evaluation

COURSE SPECIFICATION

Persuasion - 205MED

Course Specifications

Institution: Jazan University	Date: 2018 1
College/Department : Faculty of Arts and Humanities / Journalism and Media Dept.	

A. Course Identification and General Information

1. Course title and code Persuasion 205 MED			
2. Credit hours: 2 Hours			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) Media and journalism Program			
4. Name of faculty member responsible for the course: TA. Amro Saleh Basodan			
5. Level/year at which this course is offered: 4 th Level / 2 nd Year			
6. Pre-requisites for this course (if any): NA			
7. Co-requisites for this course (if any): There is no			
8. Location if not on main campus: The Academic Campus 2/ Abo Arish			
9. Mode of Instruction (mark all that apply):			
a. traditional classroom	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="100%"/>
b. blended (traditional and online)	<input type="checkbox"/>	What percentage?	<input type="text"/>
c. e-learning	<input type="checkbox"/>	What percentage?	<input type="text"/>
d. correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>
f. other	<input type="checkbox"/>	What percentage?	<input type="text"/>
Comments: There are no internet and educational tools that can help.			

B. Objectives

<p>1. What is the main purpose for this course?</p> <ul style="list-style-type: none"> • Provide a quick overview of the origin of persuasion and its relationship to rhetoric as a human behavior designed to influence others. • Focus on a range of persuasion theories and their relationship to communication. • Introduce practical models of persuasion and use possible means to influence the choices of others through credibility, emotions and logic.
<p>2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)</p>

- Increased use of IT-based materials or references or the Internet.
- Knowledge of changes in course content based on the results of new scientific research in the field of communication.
- Providing the library with many distinguished references in this course as well as the latest studies in the field of communication.

C. Course Description (Note: General description in the form used in Bulletin or handbook)

Course Description:

This course provides a brief overview of the concept of persuasion and its relation to rhetoric as a humanistic behavior aimed at influencing others. The course focuses on a set of theories of persuasion and its relationship to communication. It also aims to provide practical models of persuasion and the use of possible means to influence the choices of others through credibility, emotions and logic.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
Definition of persuasion	2 Weeks	4 Hours
The relationship of persuasion to rhetoric as human behavior	2 Weeks	4 Hours
Persuasion developments	2 Weeks	4 Hours
Art of Persuasion	2 Weeks	4 Hours
Means of persuasion	2 Weeks	4 Hours
Practical models of persuasion	2 Weeks	4 Hours

2. Course components (total contact hours and credits per semester):

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned	30					30
	Actual	30	-	-	-		30
Credit	Planned	2					2
	Actual	2	-	-	-	-	2

3. Additional private study/learning hours expected for students per week.

1 hour

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes By the end of the course students will be able to	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	describe the concepts of persuasion	- Lectures - Collective duties - scientific researches	- Semester Activities - Final Exam
1.2	Identify the variables related to the persuasion process		
1.3	recognize the methods of persuasion and its engines		
2.0	Cognitive Skills		
2.1	MENTION definitions of persuasion	- Reports based on research on the subject on the Internet - Group discussion - Lectures	- Semester Activities - Final Exam
2.2	explain methods of persuasion		
2.3	recognize the art of persuasion		
2.4	criticize means of persuasion		
3.0	Interpersonal Skills & Responsibility		
3.1	acquire the skill of teamwork with others in group research	- Reports based on research on the subject on the Internet - Group discussion - Lectures - Collective duties	- Questionnaires - Participation reports
3.2	build good relationships with others in the work environment		
3.3	take responsibility		
4.0	Communication, Information Technology, Numerical		
4.1	acquire persuasion skills	- Group discussion - Lectures - Request reports based on research in references and on the Internet	Through the use of statistical software
4.2	acquire the spirit of teamwork in a group style		
4.3	acquire the skill of dealing with others		
4.4	acquire the skills of effective communication		
5.0	Psychomotor		
5.1	analyze the factors influencing the success of the persuasion process	- discussion - Lectures - Collective duties	Through quality in effective communication and planning and the ability to study the public
5.2	plan for a good persuasion		
5.3	study the target audience		

5. Schedule of Assessment Tasks for Students During the Semester

	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Semester Activities	Per Week	40%

2	Final Exam	Last Week	60%
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D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

Provide students with questions and inquiries during office hours of 10 hours per week.

E. Learning Resources

1. List Required Textbooks

Mills, H. (2004), *Artful Persuasion*, Jarir Bookstore, Riyadh.

2. List Essential References Materials (Journals, Reports, etc.)

Khabaz, N. (2005), *The power of persuasion*, RAY Publishing & Science, Beirut.

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

There is no

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

There is no

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

Effective classroom.

2. Technology resources (AV, data show, Smart Board, software, etc.)

Smart boards and data show.

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

Computer (Laptop).

G. Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching

The course is evaluated from the students' results first and then some questionnaires are conducted to identify the weaknesses in the course.

2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department

Conducting classroom activities (speaking to the public - communicating with others).

3. Processes for Improvement of Teaching

Review of proposed strategies and learning resources based on survey results.

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)

- Evaluate the performance of students through the results and exchange the correction of a sample of the tests periodically by faculty members in the same specialization and reviewed by the head of the department.
- Know the shortcomings and try to remedy them.

5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

Conduct a regular periodic review of the course weekly to make the scientific material present in the minds of students and work to retrieve it in a timely manner.

Name of Course Instructor: TA. Amro Saleh Basodan.

Signature:



Date Specification Completed: 20181

Program Coordinator: _____

Signature:



Date Received: _____