“Let both sides seek to invoke the wonders of science instead of its terrors. Together let us explore the stars, conquer the deserts, eradicate disease, tap the ocean depths, and encourage the arts and commerce.” President John F. Kennedy
Inaugural Address, January 20, 1961
americanrhetoric.com

“Star Trek . . . is about more than spaceships and aliens, it illuminates the present by showing a future to strive for.” Book Review of Trekonomics: The Economics of 'Star Trek,' Publishers Weekly, April 11, 2016

COMM 343-900 Persuasion
Spring 2019 CRN 24560 03 credit hours

Duration: April 1 – May 10, 2019

Communication Studies Program
College of Humanities and Social Sciences
University of Northern Colorado
Greeley, Colorado 80639
Star Trek v The Prima Facie* Directive

The Prime Directive featured in Star Trek is a noninterference policy.
*A prima facie case “establishes such a high degree of probability that the proposition would be accepted unless the case is refuted” (Ericson, Murphy, & Zeuschner, 2011).

Dr. Lin Suzanne Allen
lin.allen@unco.edu
Office Hours: By appointment.
Subject Line for e-mails to Instructor: COMM 343

Persuasion defined: Plato’s dialogue, Phaedrus, invokes “the use of words [and images] to influence the soul.”

UNC CATALOG: “Investigate major variables surrounding attitude change and human persuasion”
ASSIGNMENTS AT A GLANCE

Captain’s Logos: Introduction = 10 points
Verdicts: Star Check 4 verdicts @ 20 points each = 80 points
Verdicts: Star Trek 4 verdicts @ 25 points each = 100 points
Quizzes: 4 Quizzes @ 25 points each = 100 points
Captain’s Logos: Conclusion = 10 points

See Modules on CANVAS to complete assignments. Modules are organized into four units.

One of your course assignments* is to view and reach a verdict in the following Star Trek television series episodes.* The DVDs are available in Michener Library (4-hour checkout time limit & Michener has a room for video viewing) or you may access them through your Netflix account. See Modules for the Verdict Question and instructions in each of the 4 course units. (Available April 1)

* A student who is unable to access videos through Michener Library or Netflix to complete the Star Trek assignments may propose an alternate video for viewing analysis to Dr. Allen. The video must be persuasive in nature, designed to influence thought and/or action.

Provide the title of your proposed video, date of video production or release, a summary of the contents of the video, and a rationale for selecting the video. The selected video must contain a controversial issue.

Submit your proposal to Dr. Allen via e-mail with the subject line Alternate Assignment Proposal no later than April 5, 2019.

“Justice” Star Trek The Next Generation Season 1 – episode 7 on Netflix
“The Dauphin” Star Trek The Next Generation Season 2 – episode 10 on Netflix
“Masterpiece Society” Star Trek The Next Generation Season 5 – episode 13 on Netflix
“City on the Edge of Forever” Star Trek Original Series Season 1 – episode 29 on Netflix

ASSIGNMENT POLICIES

CANVAS Assignments (Captain’s Logos Introduction, Star Check Verdicts, Star Trek Verdicts, and Captain’s Logos Conclusion) must be submitted on or before the date due to receive full credit. 5 points per calendar day will be deducted from late assignments.

Suggested length: 1 – 2 single-spaced, typewritten pages. E-mail your assignment to lin.allen@unco.edu IF you experience technical difficulties on CANVAS.

Quizzes are based on the four course units. Make up quizzes that fall outside the parameters of university business or medical documentation receive a grade reduction of 10%. No quizzes or other assignments will be accepted after May 10, 2019.
ASSIGNMENTS UNIT BY UNIT

Unit I. Larson, Chapters 1-4

“How do I explain my refusing to obey their laws down there, not permitting the Crusher boy . . . to be executed? And by so doing, do I endanger this vessel and more than a thousand other lives?” Captain Jean-Luc Picard, “Justice”

Captain’s Logos Introduction: Before Portrait DUE: R, April 4
Verdict: Star Check DUE: T, April 9
Verdict: Star Trek DUE: W, April 10
Quiz I DUE: R, April 11

Captain’s Logos Introduction

The purpose of this Captain’s Logos is to create a “Before” portrait of yourself as a persuader. Introduce yourself as a persuader. What are your goals? Are you new to Star Trek?
Go online to Communication & Mass Media Complete in UNC Library databases. Type in key word(s) for a subject that interests you, such as video games or military communication. How many articles have been published on the subject? Select one article. List the author, date published, title of article, and title of publication. Include one interesting passage or paragraph from the article.

Verdict: Star Check

Rank’s Model v. Social Judgment Theory (pp. 29 – 34) (pp. 112, 114-115)

The purpose of this Star Check Verdict is to compare two models of persuasion to discover which model would give you the “persuasive edge.”

Acting as Captain of the Starship Enterprise, which model would you use to determine who to hire or promote for a crew position: Rank’s Model or Social Judgment Theory? Why? (15 points)

Describe both models, as well as your rationale for selecting the model. Make certain to include all elements of the model. Rank’s model has 2 main parts and 3 subcomponents under each part.

What is one “carry on” concept from Unit I you want to remember for future persuasion situations? (5 points)
Verdict: Star Trek
“Justice” Star Trek The Next Generation Season 1 – episode 7 on Netflix

VQ (Verdict Question) Was Captain Picard justified in violating The Prime Directive in this episode? Use one of the ethical perspectives: human nature, political, situational, legal or dialogical, to support your verdict OR the golden versus platinum rule. (See chapter 2).
Unit II. Chapters 5-7

“Seeing her on the transporter pad . . . It was like seeing pure light.” Wesley Crusher, “The Dauphin”

Verdict: Star Check DUE: T, April 16
Verdict: Star Trek DUE: W, April 17
Quiz II DUE: R, April 18

Verdict: Star Check

Packard’s Compelling Needs v. Maslow’s Hierarchy
(pp. 190-198) (pp. 199-204)

The purpose of this Star Check Verdict is to compare two models of persuasion to discover which model would give you the “persuasive edge.”

Acting as Captain of the Starship Enterprise, which model would you use to determine which crew members are rewarded with the next shore leave? Why? (15 points)

Describe both models, including a definition and proposed application of the model, as well as your rationale for selecting the model. Make certain to include all elements of the model. Packard’s model has 8 components and Maslow’s model features 5.

What is one “carry on concept” from Unit II you want to remember for future persuasion situations? (5 points)

Verdict: Star Trek

“The Dauphin” Star Trek The Next Generation Season 2 –episode 10 on Netflix

VQ (Verdict Question) Should Salia return to rule her planet or should she stay aboard the Starship Enterprise for a new adventure? Use the elements of Burke’s Dramatism (See chapter 6, scene, act, agent, agency and purpose) or one of Packard’s compelling needs (See chapter 7) to support your verdict.
**Unit III. Chapters 8-10**

“*They’ve given away their humanity with this genetic manipulation. Many of the qualities that they breed out—the uncertainty, self-discovery, the unknown—these are many of the qualities that make life worth living.*” Captain Jean-Luc Picard, “*The Masterpiece Society*”

---

<table>
<thead>
<tr>
<th>Verdict: Star Check</th>
<th>DUE: T, April 23</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verdict: Star Trek</td>
<td>DUE: W, April 24</td>
</tr>
<tr>
<td>Quiz III</td>
<td>DUE: R, April 25</td>
</tr>
</tbody>
</table>

**Verdict: Star Check**

**The Value of Challenge v. The Eternal Return**

(pp. 264-265) (pp. 265-266)

The purpose of this *Star Check Verdict* is to compare two models of persuasion to determine which would give you the “persuasive edge.”

Acting as Captain of the Starship Enterprise, if you were going to establish common ground between your crew and an alien civilization, which model (cultural parable) would give you the “persuasive edge”: the value of challenge or the eternal return? Why? Describe both models, including a definition and proposed application of the model, as well as your rationale for selecting the model.

(15 points)

What is one “carry on concept” from Unit III you want to remember for future persuasion situations?

(5 points)

**Verdict: Star Trek**

“Masterpiece Society” *Star Trek The Next Generation* Season 5 – episode 13 on Netflix

VQ (Verdict Question) Was Captain Picard justified in violating The Prime Directive to assist the “Masterpiece Society?” Why or why not? Select a concept from chapters 8 – 10 to support your verdict.
Unit IV. Chapters 11-13
“Save her, do as your heart tells you to do, and millions will die who did not die before.” Spock, “City on the Edge of Forever”

Verdict: Star Check  
DUE: T, April 30
Verdict: Star Trek  
DUE: W, May 1
Quiz IV  
DUE: R, May 2
Captain’s Logos Conclusion: After Portrait  
DUE: R, May 9

Verdict: Star Check
Monroe’s Motivated Sequence or Rank’s Desire Stimulating Model  
(pp. 345-346)  
Rank’s Desire Stimulating Model  
(pp. 346-348)

The purpose of this Star Check Verdict is to compare two models of persuasion to see which would give you the “persuasive edge.”

Acting as Captain of the Starship Enterprise, if you were going to recruit new members OR make a case to NASA for increasing funding for future space expeditions, which model would give you the “persuasive edge”—Monroe’s Motivated Sequence or Rank’s Desire Stimulating Model? Why? (15 points)

What is the most important “carry on concept” from Unit IV you want to remember for future persuasion situations? (5 points)

Verdict: Star Trek
“City on the Edge of Forever” Star Trek Original Series Season 1 –episode 29 on Netflix

VQ (Verdict Question) Was Captain Kirk justified in his actions at the end of the episode? Why or why not? Select a concept from chapters 11 – 13 to support your position. If you could time travel to understand more about human persuasion, what era (past or future) would you visit? Why?

Captain’s Logos Conclusion

The purpose of this Captain’s Logos conclusion is to create an “After” portrait of yourself as a persuader. After studying persuasion, how do you see your knowledge of persuasion and persuasive skills enhanced? What other aspects of persuasion would you like to learn more about? Which of the assigned Star Trek episodes was your favorite? Why?
Go online to Communication & Mass Media Complete in UNC Library databases. Type in key word(s) Star Trek. How many articles have been published on the subject? Select one article. List the author, date published, title
Star Trek v. The Prima Facie Directive

of article, and title of publication. Include one interesting passage or paragraph from the article.
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>M April 1</td>
<td>R Captain’s Logos Introduction</td>
<td>Chapters 1-2 Welcome to Persuasion Ethics</td>
</tr>
<tr>
<td>T April 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W April 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R April 4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| WEEK 2 | | |
|--------| | |
| M April 8 | | |
| T April 9 | Star Trek: “Justice” Next Generation Season 1 | Chapters 3-4 Traditional, Humanistic and Artistic Approaches Social Scientific Approaches |
| W April 10 | T Star Check Verdict | |
| R April 11 | W Star Trek Verdict | |
| R QUIZ I | R | |
| Chapters 1 - 4 | | |

| WEEK 3 | | |
|--------| | |
| M April 15 | | |
| W April 17 | T Star Check Verdict | |
| R April 18 | W Star Trek Verdict | |
| R QUIZ II | R | |
| Chapters 5-7 | | |

<p>| WEEK 4 | | |
|--------| | |
| M April 22 | Star Trek: “Masterpiece Society” Next Generation Season 5 | Chapters 8-10 Logical Premises in Persuasion Cultural Parables and Myths Artifactual Persuasion |
| T April 23 | T Star Check Verdict | |
| W April 24 | W Star Trek Verdict | |
| R April 25 | R Quiz III | |
| Chapters 8-10 | | |</p>
<table>
<thead>
<tr>
<th>WEEK 5</th>
<th></th>
<th>Chapters 11-13</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Star Trek:</td>
<td>Persuasive</td>
</tr>
<tr>
<td>M April 29</td>
<td>“City on the Edge</td>
<td>Campaign or Movement</td>
</tr>
<tr>
<td>T April 30</td>
<td>of Forever”</td>
<td></td>
</tr>
<tr>
<td>W May 1</td>
<td>Original Series</td>
<td></td>
</tr>
<tr>
<td>R May 2</td>
<td>Season 1</td>
<td>Becoming a Persuader</td>
</tr>
<tr>
<td></td>
<td>T Star Check</td>
<td>Media</td>
</tr>
<tr>
<td></td>
<td>Verdict</td>
<td></td>
</tr>
<tr>
<td></td>
<td>W Star Trek</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Verdict</td>
<td></td>
</tr>
<tr>
<td></td>
<td>R QUIZ IV</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chapters 11-13</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Captain’s Logos Due</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Verdict Form Due</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WEEK 6</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>R Captain’s Logos Conclusion</td>
</tr>
</tbody>
</table>

**COMM 343 – SCORING RUBRIC**

<table>
<thead>
<tr>
<th>Advanced</th>
<th>Proficient</th>
<th>Adequate</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Excellent insight</td>
<td>-Above average insight</td>
<td>-Acceptable insights</td>
<td>-Lacks sufficient insight</td>
</tr>
<tr>
<td>-Well linked to major</td>
<td>-Links made to major</td>
<td>-Minimal ref. to major</td>
<td>-No connection to major</td>
</tr>
<tr>
<td>-Flawless mechanics</td>
<td>-Very good mechanics</td>
<td>-Average mechanics</td>
<td>-Poor mechanics</td>
</tr>
<tr>
<td>-Sources cited</td>
<td>-Reference to sources</td>
<td>-Limited or no sources</td>
<td>-No reference to sources</td>
</tr>
</tbody>
</table>

---

**Student Code of Conduct**

All students are expected to adhere to the University’s *Student Code of Conduct*, designed to promote a safe and respectful learning environment. For more information about your rights and responsibilities as a UNC student see
http://www.unco.edu/dos/honor_code/index.html

**Academic Integrity: Plagiarism/Consequences**

It is expected that members of this class will observe strict policies of academic honesty and will be respectful of each other. Any instances in which cheating, including plagiarism and unauthorized use of copyrighted materials, computer accounts, or someone else’s work is determined, will be referred to Student Services and will be investigated to its full extent.

http://www.unco.edu/dos/honor_code/understanding_plagiarism.html

**Students with disabilities:**

Any student requesting disability accommodation for this class must inform the instructor giving appropriate notice. Students are encouraged to contact Disability Support Services at (970) 351-2289 to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.

**Learning Outcomes:**

Class assignments are structured for analyzing and crafting communication styles, strategies, and symbols in various rhetorical acts and artifacts.

---

**Student Learning Goals**

Fill in these goals and refer to them often. “At the completion of this class I should be able to:”

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________