



COURSE SYLLABUS

Please read the following course syllabus carefully, especially the course dates, times and location. If you have any questions, please do not hesitate to communicate with the IDEAL Program office, your academic advisor, or the instructor.

The IDEAL degree-completion program is designed with the adult learner in mind. Adult learners approach learning with specific goals, want to be able to directly apply new learning to their work and personal lives, and tend to learn best when the coursework is problem-centered so that they are actively engaged in the learning process. In addition, adults bring rich and varied experience to the classroom, which becomes a valuable learning resource for other students.

The IDEAL Program assumes joint responsibility in the learning process. The activities and assignments in the courses build on the shared experience of all learners in each class. This is why each student's preparation, participation and interaction in class activities and discussions are critical to the success of each course. The accelerated format of each course requires a significant amount your time outside the course to prepare for and complete the course assignments. This varies between students and courses; however, students typically spend nine-twelve hours per week on course material.

To participate in the IDEAL Program, it is expected that you will do the following:

1. Participate in and complete the online orientation prior to your first online course.
2. Obtain the required course materials prior to the course start date.
3. Login and participate in your course a minimum of three times per week.
4. Complete all assignments to the best of your ability.
5. Participate in the class discussions and demonstrate respect and consideration to the instructor and other students when they express themselves in discussion.
6. If you have any technical difficulties, you must contact the Office of Distance Education immediately at ubonline@bridgeport.edu.

If you cannot perform these six expectations, it is recommended that you drop the course. We look forward to your academic success in each course and the ultimate completion of your degree.

Course No. & Title: MCOM 201 DL2, Persuasive Communication

Semester and Term: Spring 2014

Day and Dates: 3/9/14 – 5/3/14

Time: online

Campus Location: Distant Learning

Course Description:

Study of communication as a form of influence; the process and functions involved, its potential and limitations; social and personality factors related to persuasion, attitude formation and change. Students will analyze and present persuasive messages.

Prerequisite Courses: None

Course Code: IS, UC

Required Textbooks:

- *Persuasion: Reception and Responsibility*, 13th Edition (2013), Larson, Charles U., ISBN- 13: 9781111349271
- *Made to Stick: Why Some Ideas Survive and Others Die*, Heath, Chip, Heath, Dan. ISBN- 13: 978-1400064281

To order textbooks, go to the bookstore website at <http://bridgeport.textbooktech.com/> Select IDEAL Campus and login to the bookstore. Select the course and follow instructions.

Note: Other material, including documents, videos, and social network media, will be available online and identified on a week-by-week basis.

Learning Outcomes:

Upon completion of this course the student should be able to:

- Understand the principles of persuasive speaking and communication.
- Demonstrate the ability to listen and evaluate effectively.
- Construct and conduct an audience analysis.
- Establish goals and objectives for persuasive speeches in accord with audience demographics.
- Select, develop and support topics for persuasive speeches.
- Research, document and prepare formal persuasive speeches and debates.
- Deliver persuasive speeches of varying lengths and complexity.
- Understand and incorporate research methods in speech preparation and delivery.

Please Note: *Due to the online format of this course, an emphasis on persuasive speeches will be replaced by persuasive Social Networking Media (SNM), covered in-depth throughout the textbook.*

Instructor Contact Information:

Name: Lisa M. Calderone

Preferred Contact Method: Email: lcaldero@bridgeport.edu

Back-up Contact Method: Email lisacalderone@yahoo.com or call (203) 912-0932 (cell)

I. Course Intro

Tweets. Likes. Instagrams. Videos. Podcasts. Infographics. Commercials. Billboards. News Reports. Seminars. Cereal Boxes. Whether you realize it or not, you are the target of persuasive communications countless times throughout your day, in obvious and not-so-obvious ways. All around you, people are looking for your purchase, your vote, your donation, your cooperation, your support, your ears, eyes, and attention. While the motives for persuasive communications stretch across human history, the methods and modes of delivery today are unremitting. At the same time, each of us communicates persuasively in our daily activities and interactions as well.

In this course, you'll learn how to become a more effective persuader, a more critical listener and responsible *receiver* of persuasion, and a more fully-aware co-creator of persuasive communications.

II. First Assignment Prior to the First Class:

In Chapter 1 of our textbook, *Persuasion: Reception and Responsibility*, you will learn that persuasion is a two-way street, between the "sender" or "persuader" and the "receiver" or "persuadee." One of the core principles of this course is to understand the importance of training ourselves as critical receivers of persuasion, both in order to self-protect and to become more effective and ethical producers of persuasive messages ourselves. In addition, you will learn that persuasion always involves some degree of choice, and that co-creation is central to the definition of persuasion. Your "job" as a receiver and sender, therefore, is "to engage in 'response-ability,' or your ability to wisely and critically respond to the persuasion you encounter and to make wise choices and ethical decisions when you both process and craft persuasion."

To start this "training," you will be required to pick one entire day before the beginning of class to keep a "Persuasion Diary." In this 24-hour period, start becoming aware of the myriad attempts others make to persuade you, as well as when you find yourself trying to persuade others. Detail the amounts, types, and forms of media and methods used in the effort to persuade or become persuaded.

Next, write a reflection piece (no more than 500 words) responding to 2-3 of the questions listed below. Make sure to hand in this diary & the reflection to your instructor along with your writing assignment by midnight Sunday, March 2, 2014. During our first week of class, we'll share some of these findings in one of our class discussions.

"Persuasion Awareness Assignment #1"

1. Read Chapter 1 of our textbook, "Persuasion in Today's Changing World"
2. Keep a "Persuasion Diary" for 24-hours (instructions above).
3. Write a 300-500-word Reflection Essay addressing 2-3 of the following questions:
 - Which part of the Elaboration Likelihood Model (ELM) (from Chapter 1) do each of these persuasion exchanges address - the "central information processing route" or the "peripheral information processing route"? Which route seems to influence you the most?

- Pick one incidence of persuasion listed in your diary and discuss the ethos, pathos, and/or logos involved. Was "identification" used as well?
- Pick one incidence of persuasion listed and discuss the SMCR model involved.
- Persuasion always entails some degree of choice, which is separate from other forms of Influence. Look over your initial list and re-evaluate each entry. Did you cross any out and move them to the other categories of Influence, including coercion, behavioral modeling, social/cultural forces, information integration, or biological/environmental factors? If so, list the other forms you are now aware of.
- Discuss whether Rank's Model of Persuasion was at play during your chosen day.
- Identify the segmented audiences involved with each entry on your list.
- Where is "the Truth" in any given persuasion? Pick one incidence of persuasion listed and discuss whether it involved Truth "with a small t" or "with a big T."
- Was visual rhetoric involved with any incidents on your list? If so, discuss the creator's intent and the receiver's experience.

4. Hand in both the Persuasion Awareness Diary and the Reflection Essay by midnight Sunday, March 2, 2014.

III. Canvas, Assignments & Grading Criteria:

For this 8-week online course, Canvas will be our "classroom." This is where you will receive your weekly assignments, where we will have our classroom discussions, where you will hand in your homework assignments and receive grades, and where you can take textbook quizzes to improve your grades.

Class will begin every week on Monday morning, when a new "Module" will be released that will contain your weekly workload. At the top of each Module will be a Weekly Agenda that sums up your coursework for the week ahead.

1. For Weeks 1-6, your Modules will include:

- **Readings and/or Videos Assignment** - (2-3) chapters from one or both of the (2) required books per week and/or viewing of video clips
- **Writing/Media Assignment** - "500 Words or Less" written essays and/or 3-4 minute audio or video files
- **Persuasion Awareness Assignment** - Exercises to help awaken the "co-persuador" in you
- **Classroom Discussions** - (1-2) topics to discuss as a class, based on the readings and/or videos assigned

For the first 6 weeks, your weekly workload will be heavy on readings (mostly textbook with supplemental pdf's, videos, web pages, social network media, etc.). The "Writing" and "Persuasion Awareness" assignments, coupled with the required "Class Discussions," will help put what you're learning about into context. Together, your weekly Assignments and Discussions will constitute 75% of your grade, as such:

- Writing/Media Assignments - 25%

- Persuasion Awareness Assignments - 25%
- Class Discussions - 25%

A. The following rubric will be used to grade the **Writing/Media Assignments**:

- Understanding of assignment/material (comprehension) - 20%
- Articulate expression of ideas (clarity & persuasion) - 20%
- Originality/critical or creative thinking/personal meaning (creativity) - 20%
- Presentation (grammar** if written; diction if spoken) - 20%
- On time - 20%

****Please Note:** As you will learn in your textbooks, the credibility of the "sender" of persuasion is critical. The objective of the "500 Words or Less" essay assignments is to help you become stronger persuaders in this Social Network Media world where blogging and online social interaction is a daily reality. As such, your ability to write clear, grammatically-clean, and concise sentences will greatly enhance your ability to become persuasive communicators. Therefore, for written assignments, 1 point will be taken off for every grammatical error - including typos, missing or misused commas, misspelled or misused words, etc. - up to 10 errors. Additional points off will be taken for run-on, fragmented, or awkward sentences, and 2 points off if there is no title to your paper.

B. The Persuasion Awareness Assignments will be graded on a check (B), check minus (C), or check plus (A) basis, with less emphasis on grammar and more on how well you understood the assignment, carried it out, and became more "aware" of the art and science of persuasion in the process.

C. Because persuasion is a two-way street - between the persuader and persuadee - group discussions and class participation will be highly valued. **Class discussions** will be led by the instructor; students should plan to check in to Canvas at least 3 times per week: Monday or Tuesday for the springboard for discussion; Wednesday or Thursday to contribute to the conversation initially; and Saturday or Sunday to review the full initial thread of comments and complete the discussion. Your Class Discussion grade will be based on how thoughtful, timely, and on topic your posts are, and will again be graded on a check (B), check minus (C), or check plus (A) basis.

D. In addition, for the first 6 weeks, you'll also have access to **Quizzes** based solely on your textbook readings. Note that the Quizzes are optional; they are provided to help you test your understanding of the material. However, if you become concerned about your grades, you can substitute up to 3 Writing/Media or Persuasion Awareness grades with 3 quiz grades.

2. **Final Project = Final 25% of Your Grade**

In the last 2 weeks, your focus will shift from comprehending the textbook and supplemental material to applying all to your Final Project. The Final Project will involve the creation of an audience analysis and: an Integrated Marketing Campaign (IMC) for a single product, service, or cause (i.e. a proposal); *or* a Multimedia Persuasive Communication signature piece (i.e. a product). For the latter, you may choose your method and mode of communication - a podcast of

an original speech you've written, a video presentation, a PowerPoint slideshow, an industry-specific blog, a text-only grant proposal, etc. My hope is that you will choose a project you feel passionate about - *passionate enough to persuade your classmates of your primary message.*

Because persuasion is a two-way street, you will be required not only to be the "sender" of persuasion, but give your feedback to your classmates as a "receiver" to theirs. All Final Projects must be posted or published by midnight Saturday, June 22, so that *all students* can share their feedback on *all projects* by Monday, June 24. You will then tweak your final project based on class and instructor feedback, and submit the final version for a final grade by the last day of class on June 29. This process will lead to the "co-creation of persuasion" - a concept you will hopefully be able to identify and recognize in your daily life going forward. **The Final Project will constitute 25% of your grade**, and the rubric for this grading will be released on Canvas at a later date.

Letter Grading Scale:

% of Points Earned	Letter Grade	% of Points Earned	Letter Grade
100-94	A	76-74	C
93-90	A-	73-70	C-
89-87	B+	69-67	D+
86-84	B	66-64	D
83-80	B-	63-60	D-
79-77	C+	Below 60	F

IV. Course Calendar

WEEK 1 (March 10)

Readings:

- Welcome Announcement
- First 3 Chapters of *Persuasion: Reception and Responsibility*
- Op-ed piece "Pomp and Circumstance"

Discussion Board:

- Introduce Yourself (by Thursday).
- Ethics in Corporate Facebook Pages (by Thursday)

Writing Assignment:

- "500" Words or Less Essay on Any Topic (by Sunday)

Optional Assignment:

- Quizzes for Chapters 1 & 2

WEEK 2 (March 17)

Readings:

- Chapters 4-6 of *Persuasion: Reception and Responsibility*
- Martin Luther King Jr.'s I Have A Dream Speech (watch and read)
- President Ronald Reagan's The Space Shuttle "Challenger" Tragedy Address (watch and read)
- Archetypeme.com (visit & click about)

Discussion Board:

- Persuasion Awareness Diary Discussion (by Thursday)
- Tools for Analyzing Persuasive Speeches (by Thursday)

Writing/Media Assignment:

- "500" Words or Less Essay OR 3-4 minute podcast or video on The Power of "No!" (by Sunday)

Persuasion Awareness Assignment:

- Social Scientific Approaches to Persuasion Reflection (by Sunday)

Optional Assignment:

Quizzes - Chapters 3 & 4; Chapters 5 & 6

WEEK 3 (March 24)

Readings:

- Chapters 7 & 8 of *Persuasion: Reception and Responsibility*

Videos:

- The Persuaders: The Science of Selling (View only Section 4 of The Persuaders)
- RSA Animate - The Paradox of Choice

Discussion Board:

- The Science of Selling & The Paradox of Choice: Open Discussion (by Thursday)
- Social Scientific Approaches Discussion (by Thursday)

Writing/Media Assignment:

- 500-Word Membership Recruitment Letter OR podcast or video membership "commercial" (by Sunday)

Persuasion Awareness Assignment:

- Reasoning, Fallacy & Syllogisms Journal (by Sunday)

Optional Assignment

- Quiz - Chapters 7 & 8

WEEK 4 (March 31)

Readings:

- Chapters 9 & 10 of *Persuasion: Reception and Responsibility*
- Intro & Chapters 1-2 of *Made to Stick: Why Some Ideas Survive and Others Die*
 - *Made to Stick* Core Concepts

Videos:

- A Man from Hope: Part I and Part II

Discussion Board:

- The SUCCEs Approach Discussion (by Thursday)
- Reasoning, Fallacy & Syllogism Discussion (by Thursday)

Writing/Media Assignment:

- 500-word bio or 3-4 minute podcast/video resume (by Sunday)

Persuasion Awareness Assignment:

- Nonverbal Communication Assignment (by Sunday)

Optional Assignment:

- Quiz - Chapters 9 & 10

WEEK 5 (April 7)

Readings:

- Chapters 11 & 12 of *Persuasion: Reception and Responsibility*
- Chapters 3-4 of *Made to Stick: Why Some Ideas Survive and Others Die*

Videos:

- The Persuaders: "Narrowcasting of the Future" segment
- RSAnimate: The Paradox of Choice
-

Discussion Board:

- The SUCCEs Approach - Discussion #2 (by Thursday)
- Nonverbal Communication Discussion (by Thursday)

Writing Assignment:

- 500-Word Reflective Essay (by Sunday)

Final Project Assignment:

- Final Project Proposal - students must submit their Final Project idea to instructor for approval (by Sunday)

Optional Assignment:

- Quizzes - Chapter 11, Chapter 12

WEEK 6 (April 14)**Readings:**

- Chapters 13 & 14 of *Persuasion: Reception and Responsibility*
- Chapters 5-6, Epilogue & Sticky Advice of *Made to Stick: Why Some Ideas Survive and Others Die*

Videos:

- Tony Schwartz: The Door Radio Ad
- The Door Radio Ad
- Tony Schwartz: Using Music & Effects in Videos
- Marshall McLuhan: The World is a Global Village

Discussion Board:

- The SUCCEs Approach - Discussion #3 (by Thursday)
- Media Innovations Discussion (by Thursday)

Writing/Media Assignment:

- Radio Script Ad (by Sunday)

Final Project Assignment:

- Final Project Audience Analysis (by Sunday)

Optional Assignment:

- Quizzes - Chapter 13, Chapter 14

WEEK 7 (April 21)**Final Project Assignment:**

Students may choose between Option A: an Integrated Marketing Plan or Option B: A Single Persuasive Communication. Details plus examples of Option A & Option B will be available for reference on Canvas.

- **Option A: IMC Plan involves a written proposal** that can be created in the form of a PowerPoint presentation, a Word document, or a desktop publishing program. The IMC Plan should consist of at least 10 double-spaced pages or 15 PowerPoint slides, and include graphics as well as text to communicate your messaging.
- **Option B: A Single Persuasive Communication involves a polished, finalized communications product** with a singular persuasion goal and a distinct Call-to-Action. In addition, students will be required to hand in a 2-3 page synopsis to accompany the communications product, which might be in the form of a Video, Blog, PowerPoint Presentation, or Infographic.

Discussion Board:

Final Project Proposal Discussion (by Wednesday)
Audience Analysis Discussion (by Thursday)

WEEK 8 (April 28)

Final Project Assignments:

- Class Assessments (by Tuesday)
- Final Draft of Final Project (by Sunday)

Discussion Board:

- Lifetime Learning (by Thursday)

******The instructor reserves the right to make changes to this syllabus***

ACADEMIC POLICIES

Attendance Policy

Course attendance via online participation is an integral part of the online academic experience; therefore, students are expected to be participative in all course activities and discussions. If an absence is unavoidable, the student should communicate with the instructor. Arrangements should be made at that time for submission of any missed assignments.

IMPORTANT:

- An absence (lack of participation) in any week of the course, will drop the final grade by one letter grade (for example if a student earns a grade of “B” in the course, the final grade would be a “C”).
- An absence of two or more weeks will be cause for a failing grade.

Drop Procedures

To drop a course, you must complete and submit a Schedule Change Request Form. The form can be accessed at the IDEAL Course Schedule webpage:

<http://www.bridgeport.edu/academics/continuinged/ideal-academic-degree-programs-and-certificates/ideal-course-schedule/>.

Please print and complete the form and fax the form to the IDEAL Office: 203-576-4537. Prior to dropping a course, the student should contact their IDEAL Academic Advisor to understand the implications to financial aid and/or degree plan progress.

Please review the drop fees and tuition refunds at the Academic Calendar; accessed at the IDEAL Course Schedule webpage (same link above).

Cell Phones

Cell phones must be turned off (or placed on “vibrate”) while in the classroom. A cell phone call is disruptive and disrespectful to the other students in the class.

Academic Dishonesty

The IDEAL program prohibits all forms of academic dishonesty. Academic dishonesty is normally defined as, but not limited to, the following two categories:

Cheating – Using inappropriate sources of information in an assignment or on a test. The following are examples of cheating taken from real student experiences:

Case #1: A student is enrolled in an introductory psychology course. He has co-workers who have taken the same course. As the end of the course approaches, he wonders how he will find the time to get the research paper finished, and asks one of his co-workers for help. His co-worker hands him a research paper that he submitted in a similar course. The student makes minor modifications to the paper, and submits it under his own name.

Case #2: A student enrolled in a humanities course is unsure about how to structure an essay. She is doing research on the World Wide Web, and comes across an essay written

by a student from another university. Using her computer mouse, she copies and pastes the essay into her word processor. She goes to great lengths to re-word the paper in her own style, but essentially leaves the content and organization the same.

Plagiarism – Intentional as well as unintentional failure to acknowledge sources as well as the use of commercially available so-called “research papers” without full recognition of the source. Presenting as one’s own, the ideas, words, or products of another. The following are examples of plagiarism taken from real student experiences:

Case #3: A student is conducting research for a Civil War research paper. He has reviewed work on the Internet. Finding helpful information, he has summarized his findings without citing his sources. He believes that minor paraphrasing is all that is necessary.

Case #4: A student is writing a paper that requires her to address specific topics and problems in the assigned course textbook. She takes the information directly from the textbook with slight modification, without giving any citation. She thinks that since it is the course textbook, she doesn’t have to use quotations or citations.

Academic dishonesty applies to all courses, assignments or exams completed by students and submitted as their own original work, whether in person or by electronic means. The University does not tolerate cheating in any form. It is a serious breach of conduct with serious consequences. Instructors have the right to determine the appropriate penalty for academic dishonesty in their own courses; generally, however, such acts will result in a failing grade for the assignment and/or the course. The penalty for subsequent acts of academic dishonesty may include expulsion.

More information on how to recognize plagiarism can be found at this site:
http://www.indiana.edu/~istd/plagiarism_test.html

Ethics Statement of Confidentiality

An integral component of an IDEAL course is student and faculty expression of personal experiences for the purpose of facilitating coursework. Students enrolled in the program are expected to honor confidentiality as it pertains to student disclosure. Shared information, comments, or opinions expressed by another student or the faculty member during the course of classroom discussion should never be used in a manner which is intended to humiliate, embarrass, harass, damage, or otherwise injure other students in their personal, public, or business lives. In addition, confidentiality must be upheld by not disclosing any information that would identify any particular individual.

ACADEMIC RESOURCE CENTER

The Academic Resource Center is available for IDEAL students seeking help in their studies. The Center is staffed by writing professionals and peer tutors. More information can be found at: <http://www.bridgeport.edu/pages/2209.asp> The Center is located on the 5th Floor of the Wahlstrom Library. Make an appointment or walk-in: Telephone: 203-576-4290. **Online**

Tutoring is available at: www.etutoring.org. To use this free service you must have a UBNet account.

Obtaining a UBNet Account

Every registered student should obtain a UBNet Account. The account allows you to access MyUB; the portal for grades, library services, Canvas online learning system. Also, the account allows you access to computers in the Library and computer labs, and provides an email account in which the University sends out information. Go to: <http://www.bridgeport.edu/ubnet> - Click on “New UBNet Account” and follow the instructions.

The @bridgeport.edu email address is the official email the University uses to send information to you. You can have your bridgeport.edu email forwarded to any other private email account you use. Following the activation of your UBNet account (takes 24 hours), login at: <http://www.bridgeport.edu/email> and click on “forwards” at the top of the page. Follow the directions to forward email messages to your other account.

Learning Management System (LMS) - Canvas

For all courses that use Canvas, you can access Canvas through the portal by using the myUB link. Faculty post class documents on Canvas e.g. syllabus, power points, discussion questions, case studies, current event articles, papers, reports etc. (save some trees). All students have access, and can download and copy the documents.

Canvas Tutorial For Students: <https://bridgeport.instructure.com/courses/985903>

For assistance contact the UB Help Desk at 203-576-4606 or email helpdesk@bridgeport.edu
<https://bridgeport.instructure.com/courses/829447/>

Accessing Your Grades & Schedule Online

The WebAdvisor online information system allows students to search for available classes, check grades, view semester class schedule and verify your personal profile. Grades are generally posted 2-3 weeks following the end of a course. To access WebAdvisor, login in to MyUB and follow the WebAdvisor menu on the right. If you are carrying a financial balance, access to WebAdvisor will be restricted.

Using the Library

Access to the Digital Library is through MyUB. On the MyUB home, in the central column, click on “myEureka Digital Library.” Research tools available:

- Search for books held at the library.
- Search the online databases for your academic field; business, counseling, human services, psychology, etc.
- Send questions to the Reference Librarian for assistance in research topics and searching strategy.

Using Computers

Open access computer labs are available at three locations:

- Bridgeport – 1st floor of the Wahlstrom library. Check library hours of operation at: <http://www.bridgeport.edu/library>.

- Stamford – Room D; Check open hours at:
<http://www.bridgeport.edu/stamford>
- Waterbury – Computer Lab; Check open hours at:
<http://www.bridgeport.edu/waterbury>

Course Cancellations

Any emergency necessitating the canceling of courses will be announced by the University through the Emergency Notification Telephone Line, (203) 576-4159. Please call this number for information on course cancellations. Also, information will be posted under “Latest News” on the UB home page, (www.bridgeport.edu). Canceled classes will be made up either the week following the end of the course or in consultation between the instructor and the students as to day and time availability. Course cancellations are also announced on television and radio stations.

IMPORTANT CONTACT INFORMATION

Office	Telephone	Email
Bridgeport Campus Security	(203) 576-4911	ubsecurity@bridgeport.edu
Bursar	(203) 576-4692	bursar@bridgeport.edu
Cashier	(203) 576-4682	cashier@bridgeport.edu
Financial Aid	(203) 576-4568	sfs@bridgeport.edu
Registrar	(203) 576-4635	registrar@bridgeport.edu
Emergency Notification Phone	(203) 576-4159	
IDEAL Office	(203) 576-4800	idealinfo@bridgeport.edu

CAMPUS CONTACT INFORMATION

Campus	Address	Telephone	Email
Bridgeport	126 Park Avenue Bridgeport, CT 06604	(203) 576-4800	idealinfo@bridgeport.edu
Stamford	5 Riverbend Drive Stamford, CT 06750	(203) 358-0700	ubstamford@bridgeport.edu
Waterbury	84 Progress Lane Waterbury, CT 06705	(203) 573-8501	ubwaterbury@bridgeport.edu

Directions to IDEAL Campus locations	http://www.bridgeport.edu/pages/2260.asp
---	---

**To fill out your financial aid report to the Federal Government, please go online to www.fafsa.ed.gov. The school code for the University of Bridgeport is 001416.
Federal Student Aid Information: 1-800-433-3243**