

## COMM313: POLITICAL COMMUNICATION SYLLABUS *Fall 2019*

### PROFESSOR'S INFORMATION

**Name:** Dr. Angela McGowan-Kirsch

**Email:** [mcgowan@fredonia.edu](mailto:mcgowan@fredonia.edu)

**Office Phone:** 716-672-3260

**Office hours:** MWF: 8:45-9:30 AM & 2:15-3:00 PM

**Department Contact Information:** If you can't reach me, please call our department secretary, Ms. Carol Smith, at 716-673-3410. This website also provides the location for the department:

<https://www.fredonia.edu/academics/colleges-schools/college-liberal-arts-sciences/communication>

### COURSE DESCRIPTION

Communication Studies addresses critical thinking, communicative concepts and skills, and relational and participatory effectiveness in personal, public, and professional spheres. This is a Communication Studies course and as such this course will give you the tools needed to dissect your experiences in our communicative world, namely the theory and practice of political communication in the United States.

A democracy's success depends upon open and direct communication between its citizens and those who govern them. Therefore, the main goal of the course is to teach students about the role of communication in informing, influencing, and legitimizing decisions in domestic politics. To this end, students will examine the intersection of politics and communication; specifically, the interaction of media, politicians, and the constituency, thus providing a survey of the field of political communication. Although students will study political communication in all its forms, genres, and styles in U.S. politics, emphasis will be given to the role of political communication as it is practiced by the mass media, political candidates, policymakers, and the electorate. As a result, students will gain the skills and knowledge they need to help them become effective observers and participants in the public sphere.

### COURSE OBJECTIVES

By the end of this course, you should be able to:

- (1) identify and explain key concepts in political communication and apply that knowledge to communicative situations occurring in the public sphere;
- (2) recognize, describe, and demonstrate how political candidates and elected officials employ and are constrained by communication;
- (3) identify, interpret, assess, and synthesize political communication research; and
- (4) analyze, evaluate, and compare the persuasiveness of political actions.

### COURSE READINGS & REQUIRED MATERIALS

Please complete the readings before the assigned class period.

- (1) Supplemental journal articles, book chapters, and other content are located in folders available through OnCourse.
- (2) *New York Times* – Visit [nytimes.com/passes](http://nytimes.com/passes) and register using your @fredonia.edu email address. Here is a short video with log-in instructions ([http://youtu.be/M32a\\_XyRMSY](http://youtu.be/M32a_XyRMSY)). *In addition to full access to the current edition, the academic pass allows for access to 100 archived articles, per user, per month.*
- (3) Optional textbook purchase: Denton, R.E., & Kuypers, J.A. (2008). *Politics and communication in America: Campaigns, media, and governing in the 21<sup>st</sup> century*. Long Grove, IL: Waveland Press, Inc. ISBN-13: 978-1-57766-533-5 / ISBN-10: 1-57766-533-3

### COURSE POLICIES

**(1) Attendance:** Class begins promptly at 11:00 a.m., and the professor will take attendance at the start of class. The professor will keep track of attendance in OnCourse. Students are responsible for checking their attendance and notifying the professor of a discrepancy. Four actions that will result in being marked as absent even if the student comes to class: (1) arriving more than 10 minutes late, (2) leaving the classroom for more than 5 minutes during class, (3) sleeping during class, and (4) arriving late (after 11:00 a.m.) or leaving early five times. You are permitted

up to 5 absences. Upon your 6<sup>th</sup> absence, regardless of reason, your final grade will be reduced 10 points (1% of final grade) per absence. Students should notify Enrollment and Student Services staff member Ms. Deborah Lanski <deborah.lanski@fredonia.edu> if they will have three or more consecutive days of absences due to serious health issues or personal reasons.

Missing class for a university sanctioned activity is the only absence that will be excused (e.g., artistic performances, attending an academic conference, intercollegiate athletic events, student government, required class trips). Proof of absence for such an activity must be provided at least 48-hours prior to the event that will cause the student to miss class. Notes received the day of or after the event will not be accepted. Additionally, if a student attending a university sanctioned activity misses class on a day an assignment is due, then the student must submit the assignment the class session prior to being gone.

**(2) Participation:** This course is premised on active discussion and students are expected to come to class having completed the readings and assignments. Participation consists of more than attendance – students will be assessed on frequency of participation, quality of comments, listening skills, attitude, ability to work with others, and behavior. Regardless of whether a participation assignment is completed during or outside of class, you must be present the day the participation assignment is due in order to earn credit for the assignment. Unless stated otherwise, no participation assignments should be turned in to the professor prior to class, after class, or electronically.

**(3) Class Etiquette:** Lively debate, discussion, and disagreement on issues are encouraged and respect for other people, their opinions, and experiences is essential. Whether you are a Republican, Democrat, Independent, or non-partisan; liberal, conservative, or apathetic is your business rather than ours. There is no partisan or ideological line to follow in this course, and no student will ever be penalized for respectfully disagreeing with the readings or class discussion. Our primary goal in this class is to ask whether democracy is made better or worse and/or helped or hurt by contemporary communication practices and technologies.

A student's decision to stay enrolled in the class is an agreement to approach all course content with a critical academic lens. Above all, participants must treat each other and the professor with respect. The most fundamental way to respect class participants is to complete daily readings, listen to others, and ground your own comments in principles of critical thinking. Class discussions should take place within the context of academic inquiry and in the spirit of understanding diverse perspectives and experiences. Do not engage in private conversations, interrupt another student who has the floor, keep mobile phone on, or show general signs of disrespect for the course, professor, or other students. Non-course related materials, such as newspapers and items from other courses, must be stowed away when class begins.

**(4) Late Work:** Assignments are due within the first 5 minutes of class (by 11:05 a.m.). Deadlines apply even if you are not in class the day the assignment is due. **Turning in an assignment late requires professor approval at least 24 hours before the assignment is due.** Late assignments will only be accepted under unique and extreme circumstances. Failures of technology (e.g., “my computer crashed,” “the Internet was down,” “the file wouldn't open,” “I forgot my computer in x town and didn't finish it,” “the printer was broken”) and inability to complete an assignment on time because of one's work schedule, personal life, fear of public speaking, procrastination, other coursework deadlines, or extracurricular obligations are not considered dire circumstances. Once you have approval to turn in the assignment late, the professor will use her own discretion when determining a new deadline. Regardless of reason, a late assignment will receive a significant grade deduction.

There will be a deduction of 3% for failing to submit the discussion questions in print or online on time. For instance, if you submit the assignment in print but fail to also submit it via an online dropbox there will be a 3% point deduction. If, however, you fail to submit the assignment in print and online by the established deadline and have not received professor approval to submit the assignment late you will receive a zero for the assignment.

**(5) Written work:** Written work will take the form of discussion forum posts and discussion questions.

**(5a)** Your research should come from peer-reviewed journal articles, books written by scholars or professionals who are experts in their fields, substantive news articles that are reliable sources of information on events and issues of public concern and/or non-bias websites. The assigned readings available through OnCourse should be cited when applying course concepts or theories discussed in the readings. Blogs, social media posts, and/or other self-authored sites, such as Wikipedia, are considered non-credible sources and will not be accepted.

**(5b)** All discussion forum posts must be submitted by the start of class, discussion questions must be submitted via Turnitin and in hard copy by 11:05 AM, and all assignments must be written in APA style. Turnitin will run an Originality Report on your discussion questions. If the report significantly exceeds a maximum percentage there will be grade deduction or the professor may not accept the assignment.

**(5c)** Students must account for all sources cited in an assignment by using in-text citations and turning in a reference page. Failure to site sources in-text will result in a significant grade deduction as it is a sign of plagiarism. Sources only count if cited both in the paper and the reference page. Failure to turn-in a reference page to account for in-text citations will result in a grade deduction.

**(5d)** You must use APA format to cite in-text citations, format reference pages and papers. APA requires that papers align text left, have 1" margins, are double spaced, have running head that includes page numbers in top right corner, stapled, and typed in 12-point Times New Roman font. APA resources are posted on OnCourse, and Reed Library has copies of the APA manual on the first floor (call number: BF76.7 .P83 2010). You may also refer to the American Psychological Association (<http://www.apastyle.org>) and Purdue Owl (<http://owl.english.purdue.edu/>) for APA rules.

**(5e)** If you would like the professor to review a draft of an assignment you must email her the complete assignment at least 5 business days prior to the assignment due date. She will not proofread the document but will instead discuss the merits of the project.

**(6) Exams:** Once the exam has been distributed you cannot leave the room until you finish your exam. All arrangements for missing an examination must be made 24 hours prior to the time the examination is scheduled. If such arrangements are not made, then no make-up examination will be given, and you will receive a zero for the assignment. If you miss the examination and have received permission to do so, you must make it up within a reasonable time (normally 72 hours or less). Students are expected to take the final exam on the designated day and time unless there are dire circumstances that require a student to take the final exam early.

**(7) Technology:** Students enrolled in this course must have Internet access available to them, including e-mail and website access, and have the basic knowledge needed to efficiently use these Internet technologies. Students are responsible for retrieving documents (assignment guidelines, rubrics, handouts, readings, etc.) from OnCourse.

The professor may ask you to use your mobile phone to conduct research during class and contribute to class discussion. Regardless, technology cannot be used during in-class assignments, such as pop quizzes, to check social media, respond to non-emergency text message, or to take pictures of course content that is projected or written on the board. Laptops and tablets are not required for class but you may be asked to bring them on specific days. Information Technology services has equipment available for checkout (<http://www.fredonia.edu/its/servicecenter/equip.asp>).

With the exception of students requiring an accommodation (an approved accommodation plan is required before audiotaping/video/digital photos are allowed), students creating unauthorized audio or video recording of lectures violates the professor's intellectual property rights and if posted online may break copyright laws. Therefore, students may not take photographic, video, or audio recordings of any course material or during meetings without the professor's verbal permission. Any permission granted will be for one-time only and does not extend to other class sessions, meetings, or materials. Any materials recorded with permission may be used only for the personal study purposes of the individual to whom permission was granted and may not be shared with other individuals or entities for any purpose. If the professor suspects that a student is recording her without her mission the student will be asked to turn off the recording device immediately. Additionally, anything that the professor posts on OnCourse and discusses or distributes in the classroom or via email is considered her intellectual property. Therefore, you must ask for the professor's permission prior to sharing the materials with anyone outside the class.

**(8) Communicating with Professor:** The professor will communicate with you through your Fredonia email account. All emails should be written using a standard professional formatting. This includes a clear subject heading, courteous greeting, proper spelling, mechanics, and grammar, respectful content, and an identifying signature. Email is the best way to communicate with the professor, and she will check her Fredonia email between 9 a.m. and 5 p.m. Unless the professor is traveling, it is the weekend, or Fredonia has a university sanctioned break, the professor should reply to you within 48 hours.

## COURSE ASSIGNMENTS

To view complete descriptions of assignment guidelines and rubrics go to: OnCourse > COMMM313 > Select the assignment folder that you'd like to learn more about.

- 1. Discussion Forums (160 total points/40 points each):** A goal of this course is for you to see how political communication is relevant to you. On specific days, you should locate an example of course content as it appears in the news and then write a discussion forum post that applies course content to the example. The example should be current and published in a reputable news publication (i.e., a newspaper such as *The New York Times* or a news magazine such as *Time* or *The Atlantic*). The forum posts should hyperlink to or attach the news article. You must provide a summary that explains how the example demonstrates course concepts discussed that day. The connection should be explicit in that it uses the assigned readings and academic research to explain the example. The example should not be one that we have discussed in a previous class nor can it be one provided by the professor in OnCourse; in other words, the example should be original in that it is something that you locate on your own. Be prepared to share your example and explanation with the class. You will sign-up for your respective due dates.
- 2. Three Exams (600 total points/200 points each):** You will take three exams that include matching, multiple choice, short answer, and/or essay questions. Application and identification are stressed more than memorization of material. Exam 1 will cover content discussed August 26 – September 25, Exam 2 will cover content learned from September 30 – October 23, and Exam 3 will cover content learned from October 28 – December 11.
- 3. Discussion Questions (180 total points/20 points each):** Throughout the course of the semester you will be assigned discussion questions. The questions ask you to use the assigned readings to contemplate topics related to that day's discussion. There are 12 discussion question sets assigned but you only have to complete 8. You will sign-up for the 4 days you want off. It's advised that you sign-up for due dates that don't coincide with when your discussion forums are due.
- 4. Syllabus Quiz (10 points):** To demonstrate your understanding of course policies and expectations, you will take a 10-question syllabus quiz via OnCourse. The questions include multiple choice, true/false, and matching.
- 5. Participation (50 points):** This course is premised on active discussion and students are expected to come to class having completed the readings and ready to discuss the content. Participation consists of more than attendance – students will be assessed on frequency of participation, quality of comments, listening skills, attitude, ability to work with others, and behavior. You are expected to keep up to date on current events by reading news sources such as *The New York Times*. Additional examples of conduct that contribute to a class participation grade are posted on OnCourse.

## COURSE GRADING

After a grade is returned, students must wait 24 hours prior to inquiring about the grade. If you wish to discuss a grade, you must set up an appointment with the professor no later than 3 days after the assignment is returned. Prior to the meeting, you should go through the assignment, the rubric, and compare the feedback to the qualifications for the letter grade you are seeking. A grade will be finalized if unquestioned on day 7 after the time of grade distribution. The professor does not discuss grades over email. All grades are kept in OnCourse and will be updated regularly.

Final grades are based on an absolute points total. Your final grade is a function of the number of points earned in the course divided by the total number of points, yielding a percentage. The scale shown is used to compute final grades. Borderline grades may, at the discretion of the professor, receive the next highest letter grade. Borderline cases are defined as scores within two points of the next highest grade (e.g., you earned 898 points but need 900 points to make an A-).

## COURSE GRADING CRITERIA

- “A” – **Artistic Mastery!** This is an assignment that is expertly researched and exceptionally written. ‘A’ work is highly creative in synthesizing relevant concepts, uses language eloquently, and delivers polished work with original arguments and new insights. The assignment exceeds expectations and minimum requirements.
- “B” – **Better’n Most!** This is an assignment that is well done and above average. ‘B’ work demonstrates good research, solid conceptual synthesis, and superior writing mechanics by integrating concepts effectively and exceeding minimum requirements for analysis. The assignment suggests a decent effort but has some flaws to fix.
- “C” – **Competent Comprehension.** This is an assignment that shows satisfactory completion of minimum requirements and guidelines. ‘C’ work demonstrates a basic comprehension of fundamental concepts and applications while meeting assignment guidelines, but shows errors in concepts, critical methodology, formatting, spelling, and/or grammar and does not synthesize information. The assignment is average, criteria was attempted but confusing, and suggests minimum effort.
- “D” – **Deficient.** This is a passing grade with serious deficiencies in research, conceptual understandings, or clarity. ‘D’ work shows an unsatisfactory completion of minimum requirements, does not synthesize information, and/or conceptual understandings and writing skills that are sub-par. Therefore, the assignment is deficient, below average, and indicates negligible effort.

Final Grade		
A	940-1000	94-100%
A-	939-900	90-93%
B+	899-870	87-89%
B	866-840	84-86%
B-	839-800	80-83%
C+	799-770	77-79%
C	769-740	74-76%
C-	739-700	70-73%
D+	699-670	67-69%
D	669-640	64-66%
D-	639-600	60-63%
F	599-below	59-below

## COURSE ETHICS

Conduct that violates academic integrity includes issues such as fraud, cheating, collusion, and the following:

**(1) Dishonesty.** This is lack of integrity exhibited through lying, cheating, defrauding, or deceiving. Examples of dishonesty include: copying/submitting the work of another, allowing one’s own work to be copied, completing an exam or other assignment with another person, reading, without the professor’s consent, a copy of the examination prior to the date it is given, submitting the same work in more than one course without the express permission of the professor(s); or disclosing or accepting information if one takes a test at a different time than other students in the same course.

**(2) Plagiarism.** Plagiarism is stealing or using the ideas or writings of another as one’s own. It involves failure to acknowledge material copied from others or failure to acknowledge one’s indebtedness to another for the gist of important thoughts in a formal statement, written or oral. For instance, copying and pasting directly from a web page without using APA quotations clearly constitutes plagiarism. Charges of violating academic integrity shall be handled according to established student discipline procedures. When the professor suspects a violation of the Academic Integrity Policy, she will collect necessary information and materials related to the offense and then contact the student. If the professor finds that a violation has occurred, she will use the Academic Integrity Incident Report form to report the issue to the department chair. To read about additional action, please see the Academic Integrity Policy and Procedures detailed on the “University Policies” website.

Review the SUNY Fredonia Academic Integrity Policy by clicking on these link <https://www.fredonia.edu/student-life/student-conduct/policies#academic>.

## SUNY FREDONIA RESOURCES

**(1) ITS Service Center** offers multimedia support for students. They can be reached by phone: 716-673-3407 and on-campus: W203 Thompson Hall.

**(2) The Learning Center** provides free, confidential, nonbiased, collaborative tutoring services as a way of enabling students to succeed in their course work. The goal of tutoring is to help you with your assignment in a way that will help you become more successful in all of your classes. Learning Center: Carnahan-Jackson Center, Reed Library, Fourth Floor. Phone: 716-673-3550.

**(3)** Reasonable accommodations are available to students with documented disabilities at SUNY Fredonia. Students who may require instructional and/or examination accommodations should contact **the Office of Disability Support Services for Students** (DSS), located on the 4th Floor of the Reed Library (716-673-3270 or [disability.services@fredonia.edu](mailto:disability.services@fredonia.edu)). The DSS coordinator will review documentation and determine accommodations on a case-by-case basis. DSS will notify the professor with an accommodation letter that verifies that the student has registered with the DSS office and describes any accommodations approved for the student. After the student has met with the DSS coordinator, she or he should contact the professor to discuss any needed accommodations. It is at that point that the professor will make accommodations. Here's DSS's website:  
<https://www.fredonia.edu/academics/disability-support-services>

**(4)** Additional resource information can be found on the Enrollment & Student Services page:  
<https://www.fredonia.edu/about/offices/enrollment-and-student-services>, click on the + next to services and select the service you'd like to learn more about.

### **DEPARTMENT OF COMMUNICATION**

Communication does not exist outside of relationships. With this in mind, the faculty of the SUNY Fredonia Department of Communication believes that all communicators, whether in the classroom, on the air, or within created works, have a responsibility to themselves and their audience.

The faculty believes that it is our responsibility to provide perspective and structure as students make choices about their work, and consequently, about themselves and who they are as adults and scholars. We encourage students to make the effort to consider the consequences of their choices for themselves, for others, and for those relationships.

The faculty encourages projects and behaviors that are undertaken with thoughtful respect and consideration for others. We support and encourage work that is both ethical and enriching to the students' community and to personal and professional relationships. All students should review the Department of Communication Ethical and Professional Standards at <http://www.fredonia.edu/department/communication/standards.asp>

You can reach the department secretary, Ms. Carol Smith, M-F from 9:00 a.m. – 3:00 p.m. Ms. Smith's phone number is 716-673-3410 and the office is located in McEwen Hall, Room 324.

**Weather advisory statement.** On-campus courses will not meet. Check OnCourse and Fredonia email for any changes to the schedule, assignments and deadlines. Online courses will continue to run.

**Copyright statement.** The materials provided by the instructor in this course are for the use of students enrolled in the course. All materials in the course are covered under this statement. Copyrighted course materials may not be further disseminated.

#### Some information taken from

Jarvis, S. (2015). *CMS342: Political communication*. Retrieved from <http://commstudies.utexas.edu>

Marafiotte, T. (2016). *COMM321: Environmental communication syllabus*. Retrieved from

[http://home.fredonia.edu/sites/default/files/section/communication/\\_files/Syllabi/COMM\\_321.pdf](http://home.fredonia.edu/sites/default/files/section/communication/_files/Syllabi/COMM_321.pdf)

Palczewski, C. H. (2012). *Comm4216: Political communication syllabus*. Retrieved from <http://www.uni.edu/palczews/PolComm.htm>

**COMM313 FALL 2019 SCHEDULE\***

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Reading Due</b>	<b>What's Due &amp; What to Bring to Class</b>
<b>TOPIC 1: Politics and Communication</b>				
1	8/26	<u>Course Introduction</u> <ul style="list-style-type: none"> <li>Political communication: Background</li> </ul>	Kurtzleben: For first time	
	8/28	<u>Political Communication: Background</u> <ul style="list-style-type: none"> <li>Political communication defined</li> </ul>	Denton & Kuypers: Ch. 1	
	8/30	<u>Communication, Society, and Social Order</u> <ul style="list-style-type: none"> <li>American myths, ideology, &amp; ideographs</li> <li>Example: Pres. Trump &amp; &lt;freedom of speech&gt;</li> </ul>	Denton & Kuypers: Ch. 2 Johnson: Brief history	<b>All Students: Due:</b> Sign-up for discussion forums due dates & discussion question days off [via Google Drive]
2	9/2	<b>No Class: Labor Day</b>		
	9/4	<u>Functions of Political Language</u> <ul style="list-style-type: none"> <li>Strategic uses of political language</li> </ul>	Denton & Kuypers: Ch. 3	<b>All Students: Due:</b> Syllabus Quiz in OnCourse (due by 11:59 p.m.) <b>All Students:</b> Print/bring in reading & technology with Internet access
	9/6	<u>Strategic Uses of Political Language: Polarization</u> <ul style="list-style-type: none"> <li>Political polarization in the American public</li> </ul>	Doherty: Americans' Growing King & Anderson: Nixon	<b>DQ:</b> Polarization
3	9/9	<u>Strategic Uses of Political Language: (In)Civility</u> <ul style="list-style-type: none"> <li>The Rhetoric of Civility</li> <li>Adam Ferguson's Civil Society</li> </ul>	Darr: Adam Ferguson (pp. 603-604; 608-619) Elliott: Charlottesville Redefines Civility [audio]	<b>DQ:</b> (In)civility
<b>TOPIC 2: Mass Media &amp; Political Communication</b>				
	9/11	<u>Political Communication &amp; Mass Media</u> <ul style="list-style-type: none"> <li>Entertainment media vs. news media</li> <li>Print vs. broadcast news</li> <li>Old and new media</li> <li>Free and paid media</li> </ul>	Tuman: Political communication	
	9/13	<u>Politics in the Media: Agenda-setting</u> <ul style="list-style-type: none"> <li>Agenda-setting function of the news media</li> </ul>	McCombs & Shaw: Agenda-setting theory	<b>Due:</b> Persons 1-5 "media & politics" discussion forum <b>All Students:</b> Bring in a newspaper or technology so you can read the news online

Week	Date	Topic	Reading Due	What's Due & What to Bring to Class
4	9/16	<u>Politics in the Media: Framing</u> <ul style="list-style-type: none"> <li>Framing theory</li> <li>Media framing &amp; nonverbals</li> </ul>	Entman: Framing Manusov et. al: Bumps and tears	<b>Due:</b> Persons 6-10 “media & politics” discussion forum <b>DQ:</b> Media Framing
	T, 9/17	<u>Constitution Day</u> (optional) <ul style="list-style-type: none"> <li>Panel hosted by the Chautauqua County Women's Bar Association</li> </ul>		<b>Extra credit</b> [optional]: Attend Constitution Day panel from 11-12:00 in the library's Garden Room (back area) & then complete discussion forum post
	9/18	<u>Politics in the Media: Bias in News</u> <ul style="list-style-type: none"> <li>News media bias – myths and realities</li> <li>Partisan selective exposure</li> <li>[optional] Attend Cameron Kasky's presentation</li> </ul>	Perloff: Behind political Stroud: Polarization (pp. 556-561)	<b>Due:</b> Persons 11-15 “media & politics” discussion forum <b>DQ:</b> Media Bias <b>Extra credit</b> [optional]: Attend Cameron Kasky's presentation at 3:00 in King Concert Hall) & then post summary to discussion forum
	9/20	<u>Politics in the Media: Satire &amp; Politics</u> <ul style="list-style-type: none"> <li>Rhetoric of political comedy</li> <li>Alec Baldwin as Trump</li> <li>Late-night comedy fuels rise of Trump</li> </ul>	Hart: Rhetoric of political (pp. 338-342) Jones: Alec Baldwin Flanagan: How John Oliver	<b>Due:</b> Persons 16-20 “media & politics” discussion forum <b>DQ:</b> Satire & Politics
5	9/23	<u>Politics in the Media: Fake News</u> <ul style="list-style-type: none"> <li>What is fake news?</li> <li>Alternative facts (listen to NPR story)</li> <li>Fake news quiz</li> </ul>	Ted Radio Hour: Ali Velshi Fry: What is fake news <a href="http://factitious.augamestudio.com/#/">http://factitious.augamestudio.com/#/</a>	<b>Due:</b> Persons 21-25 “media & politics” discussion forum <b>All Students:</b> Complete fake news quiz & bring in example of fake news
	9/25	<u>Political Propaganda</u> <ul style="list-style-type: none"> <li>Tactics &amp; strategies</li> </ul>	Frymier & Nadler: Propaganda	<b>Due</b> [optional]: Extra credit forum post on Constitution Day panel
	9/27	Exam I (covers content learned from August 26 - September 25)		<b>Due: All Students: Exam I</b> <b>Due</b> [optional]: Extra credit forum post on Cameron Kasky's presentation
		<b>TOPIC 3: Political Campaign Communication: Styles &amp; Tactics</b>		
6	9/30	<u>Political Campaigns: Phases of Political Campaigns</u> <ul style="list-style-type: none"> <li>Campaign planning, management, strategies, and tactics</li> </ul>	Denton & Kuypers: Ch. 8 Trent et. al: Communicative functions	
	10/2	<u>Political Campaigns: Phases of Political Campaigns cont'd</u> <ul style="list-style-type: none"> <li>4 stages in a political campaign</li> </ul>	Denton & Kuypers: Ch. 8 Trent et. al: Communicative functions	<b>Due:</b> Persons 1-3 “political campaigns” discussion forum <b>Extra credit</b> [optional]: Attend Dr. Ball's Lecture, “Life of a Klansman” from 2-3 PM in William's Center S204 & post reaction to discussion forum
	10/4	<u>Political Campaigns: Strategies &amp; Campaign Communication</u> <ul style="list-style-type: none"> <li>Communicative styles &amp; strategies</li> <li>Incumbency vs. challenge style</li> </ul>	Trent et. al: Communicative styles	<b>Due:</b> Persons 4-6 “political campaigns” discussion forum



Week	Date	Topic	Reading Due	What's Due & What to Bring to Class
7	10/7	<u>Political Campaigns: Candidate's Authenticity &amp; Image Formation</u> <ul style="list-style-type: none"> <li>Authenticity, image, &amp; American ideology</li> </ul> Political identity	Louden: The authentic candidate	<b>Due:</b> Persons 7-10 "political campaigns" discussion forum <b>DQ:</b> Authenticity
	10/9	<u>Political Campaigns: Use of Narratives</u> <ul style="list-style-type: none"> <li>Narrative paradigm theory</li> </ul>	Schnoebeln et. al: Hillary	<b>Due:</b> Persons 11-14 "political campaigns" discussion forum <b>Due [optional]:</b> Extra credit forum post on Dr. Ball's Lecture
	10/11	<b>No Class: Fall Break</b>		
8	10/14	<u>Political Campaigns: Surrogate Speakers &amp; Candidates' Spouses</u> <ul style="list-style-type: none"> <li>Characteristics of a good first spouse</li> <li>Surrogate speakers: Selection &amp; benefits</li> </ul>	Trent et. al: Surrogate speakers Manskiuk: Whither the good wife	<b>Due:</b> Persons 15-18 "political campaigns" discussion forum
	10/16	<u>Political Campaigns: Debates</u> <ul style="list-style-type: none"> <li>Presidential debates: The rhetorical super bowl</li> </ul>	Smith: Rhetorical super bowl	<b>Due:</b> Persons 19-22 "political campaigns" discussion forum <b>DQ:</b> Presidential debates
	10/18	<u>Political Campaigns: Advertising</u> <ul style="list-style-type: none"> <li>Negative advertising</li> <li>Univ. of MD Political Advertising Resource Center:  <a href="https://parc.umd.edu/political-advertising-resources/">https://parc.umd.edu/political-advertising-resources/</a> </li> <li>Museum of the Moving Image:  <a href="http://www.livingroomcandidate.org">http://www.livingroomcandidate.org</a> </li> </ul>	Gronbeck: Negative narratives Brader: Emotional appeals (ignore pp. 392-396) Click on links to examine adverts	<b>Due:</b> Persons 23-25 "political campaigns" discussion forum <b>DQ:</b> Political Advertisements
9	10/21	<u>Political Campaigns: Social Media &amp; Politics</u> <ul style="list-style-type: none"> <li>Twitter bots</li> <li>Trump &amp; Twitter</li> <li>Facebook &amp; democracy</li> </ul>	Ott: The age of Twitter Guilbeault: How Twitter bots Madrigal: What Facebook	<b>DQ:</b> Social Media & Politics
	10/23	<u>Motivating Youth Voters</u> <ul style="list-style-type: none"> <li>Stats on Fred students voting</li> </ul>	NSLVE Report Return to the reading from 8/26 ~ Kurtzleben: For first time	
	10/25	Exam II (covers content learned from September 30 – October 23)		<b>Due: All Students: Exam II</b>
<b>TOPIC 4: Political Communication: The Office of the President</b>				
10	10/28	<u>The Rhetorical Presidency: Office of Communications</u> <ul style="list-style-type: none"> <li>Environment of office, people in the office</li> </ul>	Kumar: Office of Communications	<b>All Students:</b> Bring technology to class so you can look up information

Week	Date	Topic	Reading Due	What's Due & What to Bring to Class
	10/30	<u>Political Campaigns: Presidential Speechwriting</u> <ul style="list-style-type: none"> <li>• Speechwriters</li> <li>• Rules for speechwriting</li> </ul> Example: Pres. Obama's "More Perfect Union" speech	Smith: Writing for Presidents Luntz: The Ten Rules Pres. Obama: A More Perfect Union	<b>All Students:</b> Bring in printed or electronic copy of "A More Perfect Union"
	11/1	<u>The Rhetorical Presidency: Genres</u> <ul style="list-style-type: none"> <li>• Genres of the rhetorical presidency</li> </ul>	Campbell: Rhetorical presidency	
11	11/4	<u>The Rhetorical Presidency: Genres</u> <ul style="list-style-type: none"> <li>• Genres of the rhetorical presidency</li> </ul>	Campbell: Rhetorical presidency Print/bring in a speech text & answers to discussion questions	<b>Due: All Students: DQ:</b> Rhetorical Presidency Genre
	11/6	<u>The Rhetorical Presidency: Presidential performative &amp; spectacles</u> <ul style="list-style-type: none"> <li>• Presidential performatives</li> <li>• Presidential spectacles</li> </ul>	Erickson: Presidential Performative	
	11/8	<u>The Rhetorical Presidency: Moving the Public through Public Relations Campaigns</u> <ul style="list-style-type: none"> <li>• Leading the public &amp; obtaining support through PR campaigns</li> </ul>	Edwards: Presidents Go Public	
		<b>TOPIC 5: Women in Politics</b>		
12	11/11	<u>The First Lady</u> <ul style="list-style-type: none"> <li>• Watch C-SPAN's "America's First Ladies" in-class</li> </ul>	CQ Researcher: Rise of First Ladies	<b>Due: All Students: DQ:</b> First ladies [completed in class]
	11/13	<u>The First Lady</u> <ul style="list-style-type: none"> <li>• Debrief C-SPAN panel discussion</li> <li>• First lady's public persona &amp; influence</li> </ul>	Kahl: First Lady Obama Listen/read a few of the "popular press optional readings" posted in OnCourse	
	11/15	<u>Women on Campaign Trail</u> <ul style="list-style-type: none"> <li>• Getting there: Women's advancement to the public stage</li> <li>• Double binds</li> </ul>	Jamieson: Double binds Dolan: Why Don't Women Run	<b>Due:</b> Persons 1-7 "women in politics" discussion forum
13	11/18	<u>Women in U.S. House &amp; Senate</u> <ul style="list-style-type: none"> <li>• Women in U.S. House of Representatives</li> <li>• Women in the U.S. Senate</li> </ul>	Pearson: Elevating Women's Voices (ignore pp. 914-919/column 1) Lawrence: Women in Senate	<b>Due:</b> Persons 8-13 "women in politics" discussion forum
	11/20	<u>Women as Governors</u> <ul style="list-style-type: none"> <li>• Women as Governors</li> </ul>	Sheeler: Beauty Queens	<b>Due:</b> Persons 14-19 "women in politics" discussion forum
	11/22	<u>Women at the top of the ticket</u> <ul style="list-style-type: none"> <li>• Women as presidential &amp; vice presidential candidates</li> </ul>	Anderson: Every Woman Gibson: Difference Between	<b>Due:</b> Persons 20-25 "women in politics" discussion forum
14	11/25-11/29	<b>No Class: Thanksgiving Holiday</b>		

Week	Date	Topic	Reading Due	What's Due (& what to bring to class)
		<b>TOPIC 6: Voices from the Margins</b>		
15	12/2	<u>Religion &amp; Politics</u> <ul style="list-style-type: none"> <li>Rhetoric &amp; religion in contemporary politics</li> <li>Dance of religion &amp; politics in American culture</li> </ul>	Lunceford: Rhetoric & Religion Medhurst: Mitt Romney	
	12/4	<u>Social Movements</u> <ul style="list-style-type: none"> <li>#Metoo</li> <li>#Blacklivesmatter</li> </ul>	Melvin-Interview with MeToo Founder Gilbert-The Movement Hosking-The Black Police	<b>DQ:</b> Social Movement
	12/6	<u>Violent Fringe Movements</u> <ul style="list-style-type: none"> <li>Alt-right: white nationalists, neo-Nazis, 4chan, trolls</li> <li>Antifa</li> </ul>	O'Brien: The Making of Beinbard: Rise of Antifa	<b>Due: All Students:</b> "concluding thoughts" discussion forum
		<b>TOPIC 7: Concluding Topics</b>		
16	12/9	<u>The U.S. Census</u> <ul style="list-style-type: none"> <li>All you need to know about 2020 census</li> </ul>	Wang: What you need to know	
	12/11	<u>Improving Political Communication</u> <ul style="list-style-type: none"> <li>Communication as a means for improving political communication</li> <li>Lessons learned from the 2016 election</li> </ul>	Smith: Improving Political Campaign Communication Conner: Lessons in Communication	
	12/13	Exam III workday		<b>All Students:</b> All students bring in readings, notes, and technology so you can contribute to a Google Doc
Finals Week	Th., 12/19 1:30-3:30 PM	Exam III (covers content from October 28 – December 11)		<b>Due: All Students: Exam III</b>

\*Schedule Notes:

- The course schedule is a general plan for the course; deviations announced to the class by the professor may be necessary. The schedule is tentative and may change due to the needs of the class. Should a change be necessary, the professor will let you know of the changes as soon as they are decided via email and OnCourse.
- Important Registrar Dates: Aug. 30 (final day to DROP courses), Oct. 24 (mid-semester grades available), and Nov. 8 (final day with WITHDRAW from course).
- Final grades will be available to students on Dec. 27 after 3:00 p.m.