COMM342: PRESIDENTIAL CAMPAIGN COMMUNICATION
SYLLABUS
Fall 2020 (remote instruction)

Welcome to COMM342: Presidential Campaign Communication remote!

Welcome to COMM342: Presidential Campaign Communication remote instruction! My name is Dr. McGowan-Kirsch, and I'm your professor for COMM342. I'm looking forward to working with you this fall. As a communication professor, I strive to give students the tools they need to be successful citizens and active participants in society. I will help you obtain this goal by cultivating your understanding of rhetorical theory and enhancing your abilities to reflect upon the power of human symbolic activity. For instance, throughout the course I will incorporate hands-on applications and new technologies to connect course concepts to our daily lives. I've also located case studies that should stimulate in-depth discussion about communication and challenge your assumptions about your established values, attitudes, and beliefs. Continue reading the syllabus to learn more about our class and visit our OnCourse site. Please note that even if face-to-face courses on campus are cancelled online, or remote, courses will continue to run.

PROFESSOR'S INFORMATION

Name: Dr. Angela McGowan-Kirsch

Email: mcgowan@fredonia.edu

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

Virtual Class Meetings: We will meet virtually throughout the semester on MWF from 12:40-1:30 PM (our scheduled class time). See the course schedule for the specific days we'll be meeting.

Office hours: MWF: 11:15 AM - 12:30 PM via Zoom
- Join Zoom Meeting:
  https://fredonia-edu.zoom.us/j/94913649037?pwd=ck8vbG93N1N2QXl3YkltMjJYYkJFdz09
- Meeting ID: 949 1364 9037
- Password: 5202885375
  When you logon to Zoom Office Hours your video and audio will be muted. It's preferred that you have your video on during our office hours visit. If you need to turn your camera off you should have a professional-looking photo of yourself (think more "headshot" than "selfie") in your Zoom account so that I can still see your face.
- I have enabled the "waiting room" feature. This means I will privately meet with one student at a time unless students ask to meet as a group. I will be notified that someone in the waiting room and will meet with that person once I finish with the student to whom I'm speaking.

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 the course offers an in-depth understanding of the when, where, why, and how communication effects candidates, media, and voter strategies and outcomes during presidential elections. This course combines perspectives from communication, political science, history, and sociology to paint a comprehensive picture of presidential campaigns in the modern era.

Smith (2015) suggests, "There can be no presidential campaigns without communication . . . there must be humans performing and interpreting symbols via some medium" (p. 11). Therefore, we will investigate the evolution of a presidential candidate's communication environment, resources, and strategies, and students will apply practitioner and academic literature to understand real time political processes. Although this class will be oriented around tracking developments on the campaign trail during the 2020 U.S. presidential election, we will also utilize examples from past presidential elections to illustrate a variety of lessons related to launching candidacies, attacking opponents, cultivating ads, and image creation among other topics. In the process, we will create descriptive accounts of campaigns and candidates and their media use and seek to infer campaign strategy.

Additionally, this course emphasizes the importance of learning through experience and reflection on doing. To meet this expectation, students will use knowledge gained in the course to create and execute their own voter mobilization plan. After November 3, students will reflect on their experience and use analytical skills to conceptualize their experience.

COURSE OBJECTIVES
By the end of this course, you should be able to:
1. identify and analyze communication concepts used during presidential campaigns in contexts such as candidate image formation, campaign advertising, candidate debates, and media coverage;
2. describe and contrast the communication encounters among campaigners, reporters/media, and citizens in the context of political campaigns;
3. articulate and demonstrate how citizen leaders use communication tools, tactics, and strategies to encourage voting;
4. use decision-making, research, problem-solving, writing, and communication skills to create and execute a voter mobilization plan;
5. illustrate, hypothesize, and appraise candidates' discussions of various issue topics.

REQUIRED MATERIALS: COURSE READINGS
Please finish the readings prior to completing the discussion posts and other assignments.
1. Smith, C.A. (2015). *Presidential campaign communication* (2nd ed.). Malden, MA: Polity Press. ISBN: 978-0745680231
2. Perloff, R.M. (2018). *The dynamics of political communication: Media and politics in a digital age.* (2nd ed.). New York, NY: Routledge. ISBN: 978-1138651654
3. *New York Times* – Students sign up through the school's proxy: http://dbsearch.fredonia.edu:2048/login?url=https://myaccount.nytimes.com/grouppass/access. In addition to full access to the current edition, the daily academic pass allows for access to 100 archived articles, per user, per month.
4. Additional readings, such as journal articles, book chapters, and popular press articles, will be made available through OnCourse and may also be available through the Fredonia library (http://fredonia.libguides.com/library)
5. Follow the 2020 campaign in the news. Avoid biased websites such as Gawker, Brietbart, Blaze, and The Huffington Post. Source such as these are aimed at a mass audience and are not discriminating in what they publish. Also make sure what you're reading is <u>not</u> an opinion piece, editorial, or fake news.

REQUIRED MATERIALS: TECHNOLOGY
1. Regular access to an electronic device such as a computer, tablet, or smartphone.
2. Reliable Internet connection.
3. Technology that has clear video and audio.
4. *Preferred* - Internet connection that permits streaming of videos.

PREREQUISITES
COMM101: Fundamentals of Communication

ONLINE CLASSROOM ETIQUETTE
Lively debate, discussion, and disagreement on issues are encouraged and respect for other people, their opinions, and experiences is essential. Smith (2015) suggests, "Students of political campaigns must be able to listen with open minds and resist the temptation to agree or disagree with campaign communication" (p. 72). 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.

The content of this class has the potential to stir up strong emotional reactions, because you will encounter ideas and theories that challenge you. 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 with respect. The most fundamental way to respect class participants is to complete the assigned readings, consider others' ideas, and ground your own comments in principles of critical thinking. Class discussions online and virtually should take place within the context of academic inquiry and in the spirit of understanding diverse perspectives and experiences.

Never send angry messages (also known as "flames") even if you are provoked. Do not respond to flames. If a student in this course sends you an offensive message (i.e. includes slander or swearing), please notify me immediately. Do not write everything in uppercase (CAPITAL) letters. Capital letters are more difficult to read and in an online environment IT MEANS YOU ARE SHOUTING.

Assume that e-mail and other forms of electronic communication are not secure. Do not write anything you would not want to be made public. Also, realize that any communication with your fellow students in the online environment may also be unsecure and could be forwarded to your professor or other administrative personnel.

ONLINE COMMUNICATION POLICIES
You are required to use your Fredonia e-mail account in this course, because I will communicate with you through your Fredonia e-mail account and OnCourse. You are encouraged to check your email and the OnCourse "news forum" regularly to keep current. I will post class announcements to OnCourse's "latest news" box. These announcements will also be emailed to you.

Email is the best way to communicate with me, and I will check my Fredonia email between 9 a.m. and 5 p.m. I should reply to you within 24 hours unless I am traveling, it is the weekend, or Fredonia has a university sanctioned break.

Questions? Please refer to the syllabus, emails from me, files posted to OnCourse, the "latest news" and "ask for help" forums *prior* to emailing the me a question.

COURSE WORKFLOW
The course begins **Monday, August 24, 2020 and the final learning plan will end on Thursday, December 10, 2020 @ 2 p.m.**

(1) Learning Plans: With the exception of Learning Plans 1 & 15, each week's learning plan will open on **Friday at 2 p.m.** With two exceptions, learning plans will start on Friday at 12 p.m. and end on the subsequent Friday, also by 12 p.m. You will want to review the learning plan at the beginning of each unit period. Learning plans will require that you read the assigned readings in the textbooks and those that are available as PDFs or hyperlinks. You will also be examining online videos, images, and other communicative acts to augment a week's readings. Each week's learning plan may include a video message from me, lectures in the form of videos or books, discussion forum posts, a page, and/or a Turnitin dropbox.

(2) Deadlines: Unless stated otherwise in the course schedule, such as "Step 1" for a discussion forum post, you will submit your work by **Friday at 2 p.m.** Due dates are subject to change. Notification of schedule adjustments will be made via email, the "news forum," and "latest news" box in OnCourse.

(3) Discussion Forums: To ensure that the class has adequate, in-depth discussions you should post to discussion forums that include "[2 steps]" at least one time by **Tuesday at 2 p.m.** Then, the rest of your discussion posts are due by **Friday at 2 p.m.** I will also be a part of the discussion and will pose additional questions that you are free to answer. Visit OnCourse to read more about the discussion forums.

(4) Time Commitment: You should spend about the same amount of time on this course as you would in any undergraduate, semester-long face-to-face course. Consequently, the "in class" learning activities and lectures will take around 150 minutes per week. You should also spend about 6 hours outside of class studying and preparing each of week's learning plan (reading, working on assignments, etc.).

(5) Grades/Feedback: Grades and feedback for the past week's learning plan will be available through OnCourse by **8 p.m. on Wednesdays** the week after a learning plan closes. Grades are communicated via Gradebook, your Google Drive Folder, and Open Grader. Grades will be updated in OnCourse regularly.

COURSE POLICIES
(1) Attendance: During the semester you are expected to participate in virtual class discussions that will be held during the duration of class time (12:40-1:30 p.m.). I will take attendance when I welcome you into the virtual classroom. I will also check the Zoom attendance log. I will keep attendance updated in OnCourse. Students are responsible for checking their attendance and notifying me of a discrepancy.

We'll adhere to the following "missed meeting protocol": You should email me as soon as you know you might miss class (preferred) or within 24 hours of missing class. If you have a valid reason for missing class, I will share the recorded class session and give you an attendance make-up assignment. Working at a job or internship, sleeping, etc. during class time are not valid excuses. The "missed meeting protocol" should be viewed as a last resort – a way to make up a meeting that you missed due to a technology failure, personal emergency, etc. The "missed meeting protocol" should not be viewed as a substitute for attending a virtual class session. In other words, do not abuse this make-up protocol by thinking "I can skip the meetings and do an assignment instead." Your final grade will be decreased, at the discretion of the professor, for excessive class meetings missed without viable cause.

On days we do not meet virtually, you are responsible for logging into and participating in the online course on a regular and timely basis.

(2) Virtual Class Meetings: Our class will meet through the Zoom online conference system. We will adopt the same rules and norms as in a physical classroom (take notes, participate, wear classroom-ready clothes, etc.). It's expected that raise your hand before you contribute and mute your microphone when you're not speaking. Close browser tabs not required for participating in class. You should stay for the whole meeting, barring any technological issues. You should also dress appropriately and be aware of your surroundings – no illegal, racist, or sexist paraphernal, messy bedrooms, or undergarments should be seen in the background. Position yourself at a desk or table, not lying in bed. Join the course in a quiet place.

You can do one of two things to make yourself "seen": 1) Have your camera on with no filters distorting your face. If you go this route, make sure you have no backdrop or you may opt to use an appropriate Zoom backdrop, as long as it does not interfere with our ability to see your face or prove to be disruptive in any way. 2) Have a professional-looking photo of yourself (think more "headshot" than "selfie") in your Zoom account so that if you have to turn your camera off, we can see your face.

You should follow the guidelines listed on the "Etiquette for PROFESSIONAL virtual meetings" that's available in OnCourse. Our success as a remote instruction course will depend on the same commitment we all bring to the physical classroom.

Our virtual class meetings are set to only permit authenticated users to join. This means you will need to sign in to your Fredonia Zoom account before you can access our class. If you haven't authenticated your Fredonia Zoom account you can do so by clicking on this link: https://fredonia-edu.zoom.us/.

I will only share course recordings with a student who has a valid reason for missing class and has contacted me within the time frame mentioned above. The course recordings I share with you are <u>not</u> to be shared with anyone, particularly people outside of our course.

(3) OnCourse Profile: To help me see who you are, your OnCourse profile should include a clear picture of your face. To do this, go to OnCourse > Profile (top right) > Click on dropdown menu > User details: Edit profile > drag and drop a current photo or upload a photo from your device.

(4) Submitting Work: You will submit all your work through OnCourse and Google Drive Folders. You will post your answers to discussion forum prompts via OnCourse. You are required to create a Google Drive Folder and share the folder link with me via email. The Google Drive folder should be labeled: FIRST name LAST name-COMM342 and must provide me with the ability to edit, comment, or view shared files that are found in the folder.

(5) Late work: Unless noted otherwise in the course schedule, assignments are due by **Friday at 2 p.m.** even if you are not online. 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 and will require proof for why you need an extension. For instance, a death in the family would require that you email me a link to the obituary or a photo of the funeral card.

Failures of technology (e.g., "the Internet was down," "the file wouldn't open," "I forgot my computer in x town and didn't finish it") and inability to complete an assignment on time because of one's work schedule, personal life, procrastination, other coursework deadlines, not knowing the course started or learning plan closed, or extracurricular obligations are not considered dire circumstances. Once you have approval to turn in the assignment late, I will use my discretion when determining a new deadline. Regardless of reason a late assignment will receive a significant grade deduction.

If you experience a technology issue within 24 hours of an assignment due date, I will require you to email me proof of the issue. For instance, if you receive an error message in OnCourse you need to take a screenshot of the message and email it to me. Make sure I can see the time you encountered the issue. If you experience an Internet shortage within 24 hours of the learning plan closing, you need to take a screenshot of a graph showing the impacted areas and email it to me right away. You can normally find the graph by looking on your Internet provider's website or downdetector.com: https://downdetector.com.

(6) Written work: Written work will take the form of essays and discussion forum posts.

> **(6a)** Your research should always 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 course textbooks and readings available through OnCourse do not count toward the source requirement, yet, can still be cited when applying course concepts 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 unless stated otherwise.

> **(6b)** Students must account for all sources cited in an assignment by using in-text citations and including a reference section. 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 assignment and the reference section.

(6c) You must use APA style 6th or 7th 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, 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 (https://www.apastyle.org/) and Purdue Owl (https://owl.purdue.edu/redirect.html) for APA rules.

(6d) If you would like me to review a draft of an assignment you must email me the complete assignment at least 6 days prior to the assignment due date. I will not proofread the assignment but will instead discuss the merits of the assignment.

(6e) You must name your assignment's file - MyLastName-COMM342AssignmentName. (fill in the "AssignmentName"). When uploading to Turnitin, you should upload a file using .doc or .pdf format. When submitting a written assignment through Google Drive you should upload a Google Doc or .doc file.

(6f) With the exception of discussion forum posts, all written assignments will be submitted online using a Turnitin dropbox and a Google Drive folder.

(6g) Standard deductions for written assignments include: -3% for failing to meet the essay length requirements, -3% for not following APA style guidelines, - 5% for altering the font type/size and/or deviating from margin requirements, -10% for failing to submit a reference page that accounts for paper's in-text citations, -10% if Turnitin score severely exceeds the maximum percentage allowed.

(7) <u>Technology</u>: 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. Course assignments will be available through OnCourse. You are responsible for retrieving documents (assignment guidelines, rubrics, handouts, etc.) from OnCourse. Students also need technology that has a camera and audio. A device with a keyboard may be better to use than a smartphone for discussion forum posts and other assignments. You will also need regular, preferably daily, access to OnCourse.

OnCourse tech issue? Contact Fredonia's IT department. They can be reached by phone: 716-673-3407 and on-campus: W203 Thompson Hall. If you'd like me to help you troubleshoot a tech issue, email me screenshots so I can see what the issue is. Keep in mind I only check email from 9 a.m. – 5 p.m.

(8) <u>Team Projects:</u> For each project that requires you work with another student: (1) grades will be assigned to the pair as a whole and (2) each student will complete a peer evaluation form, which includes assigning a grade, to indicate the relative participation and contribution of your partner. If a group member is sick on the day of your presentation, the other student(s) will still deliver the presentation on the scheduled day and time while the other student will deliver his or her portion of the presentation when she or he returns to school.

The following steps will be taken if a group member fails to assist with the assignment: (1) leader gives group member a verbal warning from partner (2) leader gives group member a written warning through email and includes the professor on the email, (3) have a group meeting with the professor to discuss the problem, and (4) the group member is dismissed from the group and will complete the assignment on his or her own. The dismissal of a group member must happen 7 days prior to the assignment's due date.

<u>COURSE ASSIGNMENTS</u>
To view complete descriptions of course assignments and rubrics go to: OnCourse > COMMM342 > Select the assignment folder you'd like to learn more about.

(1) Syllabus Quiz (5 points): After you read the syllabus, you will take a 10-question multiple choice syllabus quiz. This assessment tool will test your understanding of information presented in this syllabus.

(2) Course Introduction Padlet (5 points): "Let's Twitter on Padlet." Introduce yourself using only 140 characters – 1) tell us your full name and 2) what interests you about the 2020 election. Then, 3) post a picture or symbol that you think best represents the 2020 election. Finally, 4) write a few words or phrases that come to mind when you hear the phrase "2020 presidential election." To begin, click on the bright pink circle on the bottom right-hand corner of your screen to post your introduction. Make sure your post remains civil and nonpartisan. Also, comment on people's posts! Here's our Padlet URL: https://padlet.com/mcgowan8/k676qfegdg3yioo

(3) Discussion Forum Posts (12 @ 25 points each/300 total points): You are required to complete 18 discussion forum posts. Every week you will be asked to reflect on and respond to 1-2 discussion forum questions that I pose. The contribution should answer all parts of the question accurately, demonstrate a thorough understanding of the topic, use proper grammar/mechanics, draw on concrete examples, and select appropriate passages and paraphrase them correctly. The original forum post should be 250-700 words. You will often be asked to apply course content to the 2020 election so I recommend familiarizing yourself with online news sources such as *The New York Times*.

Additionally, some forums will require that you read the answers posted by your classmates and respond to at least one of their postings. The response to a peer post should: (a) acknowledge the person's points and explain whether you agree or disagree with your peer's message by using personal experience and outside sources to support their argument, (b) offer a different perspective, and (c) ask an open-ended question to further the conversation. If relevant, you could also (d) provide an online resource relevant to the topic, (e) provide a summary of the ideas posted so far, or (f) offer an analogy.

(4) Voter Mobilization Campaign (500 total points): In 2016, 41% of Fredonia students voted in the presidential election (NSLVE Campus Report, 2017). Why don't more college students vote? Research suggests that young adults may be unsure how to register to vote, how to vote, and about the candidates, and/or may be disillusioned with the electoral system. Working as a team, you will create and execute a voter mobilization plan that uses various commination mediums to persuade students at Fredonia to vote in the general election.

(4a) Assignment 1 – Essay Overviewing Past Youth Vote Mobilization Efforts (150 points): Since the voter mobilization campaign's objective is to motivate the Fredonia campus community to vote, you will need to research past voter mobilization campaigns that were geared toward people age 18-24. By researching past voter mobilization efforts, you should uncover how, through various communication channels, others have historically worked to persuade this demographic to vote. Once the research stage is complete, you will write an 750-1250 word (≈ 3-5 pages) essay that:
   1) identifies, summarizes, and analyzes past verbal and non-verbal communication strategies (including messages and channels used) that people used to motivate voter participation;
   2) compares/contrasts past communication strategies' strengths and weaknesses;
   3) briefly discusses relevant SUNY Fredonia demographic information;
   4) constructs a 1-2 paragraph summary of how will use all this information while designing and executing your own voter mobilization campaign (keep in mind your mobilization efforts will be done remotely through the Internet or a phone); and
   5) Incorporates 5+ scholarly sources.

(4b) Assignment 2 – Voter Mobilization Campaign Plan (165 points): The success of a mobilization plan rests on how it is communicated to key demographics. This assignment asks your team to develop a voter mobilization campaign plan that includes a strategy for message visibility, example promotional materials, a written timeline, and tracking and measuring tools. Once you've completed the

following four parts of the assignment you will upload the files to a Google Drive folder that the professor created and shared with you.

1) Part 1: Your team must craft a message that will grab Fredonia students' attention, identifies an issue that is important to people aged 18-24, and uses research to develop a campaign message that will resonate with the audience.
2) Part 2: The campaign plan should include a description and examples of at least four promotional materials you plan to use and at least one campus media outlet you plan to use to disseminate your message.
3) Part 3: Your mobilization plan should include a written timeline of voter contact activities you plan to conduct in order to educate and turn out the maximum number of people in your target population.
4) Part 4: The campaign plan should also explain the group's overall goals – identify strategic and numeric goals for the campaign.

(4c) Assignment 3 – Virtual Presentations: Voter Mobilization Campaign Updates (15 points each/30 total points): On Oct. 21 and Oct. 28, groups will share a brief (5-6 minutes) update during a virtual class meeting. After each update, the class will offer feedback. The update should:

1) summarize the group's mobilization plan by reminding us of your main message;
2) touch on the mediums you used to communicate with your target audience(s);
3) share an evaluation form that tracks your recent numbers, challenges, and successes for each outreach activity and event; and
4) explain what is/is not working and what changes you are making moving forward.

(4d) Assignment 4 – Voter Mobilization Reflection Essay (125 points): After the election, each student will individually write a 750-1000 word reflection essay that examines the team's voter mobilization plan. The essay should account for each decision made during the group's voter mobilization campaign process and draw on resources, discussions from class, and academic research to explain why/how the team made decisions (i.e., explain message/image design, timeline decisions, location for distribution of communication materials, etc.), offer an assessment of why certain decisions did and did not work, and provide suggestions for improving future voter mobilization efforts.

(4e) Assignment 5 –Peer Evaluation (30 points): You will complete a peer evaluation form to indicate the relative participation and contribution of each team member. You assign the person a score out of 30 points. The professor will then average the scores to arrive at a final grade. Comments made on the evaluation and specific scores will not be shared with your group members. I will provide students with the peer evaluation form.

(5) Documentary Film or Book Application Essay (190 points): You should identify and watch a documentary or documentary series or read a nonfiction book that examines a U.S. presidential election, campaign, and/or candidate. The documentary you choose must be at least 60-minutes in length, produced by a credible director, and be factual. The book should be nonfiction. Please post the title of the documentary or book you chose to the "application essay topic" discussion forum. Topics are first come first serve so you must pick a title that has not already been chosen. One you finish watching the documentary or reading the book, you will write a 1000-1250 word (≈ 4-5 pages) essay that connects concepts learned in the course to content viewed in the documentary or read in the book. I will provide a list of questions you should consider when watching the documentary and while writing your essay. In addition to answering a set number of questions, you should use at least 5 scholarly sources to define and explain the course concepts you see in the documentary.

COURSE GRADING
Final grades are based on an absolute point 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 below is used to compute final grades. Borderline grades may, at my discretion, 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-). All grades are kept in OnCourse and will be updated regularly.

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 a virtual appointment with the me 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. All grades are kept in OnCourse and updated regularly.

COURSE GRADING CRITERIA

Final Grade Scale		
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

"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 for next time.

"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.

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 my 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 I suspect a violation of the Academic Integrity Policy, I will collect necessary information and materials related to the offense and then contact the student. If I find that a violation has occurred, I 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). The DSS coordinator will review documentation and determine accommodations on a case-by-case basis. DSS will notify me 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 me to discuss any needed accommodations. It is at that point that I 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.

FREDONIA STUDENT CONDUCT STATEMENT

As members of the Fredonia community, we are all responsible for taking care of ourselves and others during these challenging times. In particular, we are all counting on each other to engage in safe behaviors while on and off campus. This includes professors, staff members, students, and essential visitors.

Fredonia's <u>Code of Conduct</u>, states that, "[a]ll members of the University community share the responsibility for protecting and maintaining community health, safety, and the rights of other persons." In the context of a national pandemic, this means that you must wear proper face coverings, maintain proper social distancing, and utilize the wellness-check app on a daily basis. Your face covering must go over both your mouth and your nose.

If you are reminded to wear a face covering and/or distancing yourself from others, please do so immediately. If you refuse to comply, you will be required to leave class. If you refuse to leave, the class session will be cancelled in order to minimize disruption and maintain a safe environment. Students who violate campus safety policies may be subject to disciplinary actions.

Finally, if you are unable to attend class at any time, please be sure to reach out to your professors so that they can help you stay on track. It is far too easy to get behind when dealing with the usual day-to-day issues that crop up; with the added stress of COVID-19, it is easier than ever. Please know that we are here to help!

<u>COPYRIGHT STATEMENT</u>

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.

Parts of this syllabus are adapted from:
Gradel, K. (2012). *EDU 349: Education Psychology syllabus.* Fredonia, NY: SUNY Fredonia.
Harvard University. (nd). Best practices: Online pedagogy. Retrieved from https://teachremotely.harvard.edu/best-practices
Kaiser, K. (2017). *Oral/interpersonal communication – Online syllabus.* Steven's Point, WI: Mid-State Technical College.
Lohiser, A. (2020). Email correspondence.
Palczewski, C. H. (2012). *Comm4216: Political communication syllabus.* Retrieved from http://www.uni.edu/palczews/PolComm.htm

COMM342: Presidential Campaign Communication

Remote Instruction

Course Schedule**

***
Complete each assigned reading & lecture prior to completing assignments & attending class meetings.

Learning Plan 1: August 24 – September 4 @2 PM
Week 1

Topics:	**Assigned Readings:**
1. Welcome to the course	Course syllabus: PDF reading
2. Introduction to political communication	P: Ch. 1
3. Presidential campaigns as communication	S: Ch. 1
4. Campaign forums – campaigns as a national conversation	Hart (pp. 103-116): PDF reading

Assignments:	**Deadlines:**
• Discussion forum: Presidential Campaigns as Communication Step 1	T, Sept. 1 @ 2 PM
• Discussion forum: Presidential Campaigns as Communication Step 2	F, Sept. 4 @ 2 PM
• Google Form: Student Information Survey	F, Sept. 4 @ 2 PM
• Quiz: Syllabus	F, Sept. 4 @ 2 PM
• Padlet: Course Introductions	F, Sept. 4 @ 2 PM

Virtual Class Meeting(s) this Week:	**Topic/Task**	**Attendance Required?**
• W, Aug. 26 from 12:40-1:30 PM	• Course introduction	• YES

Learning Plan 2: September 4 - September 11 @2 PM
Week 2

Topics:	**Assigned Readings:**
1. The Stages of the Quest for the White House	S: Ch. 2
2. Functions of presidential campaigns	Gronbeck: PDF reading
3. Presidential nominations in media age	P: Ch. 11

Assignments:	**Deadlines:**
• Discussion forum: Stages of the campaign Step 1	T, Sept. 8 @ 2 PM
• Discussion forum: Stages of the campaign Step 2	F, Sept. 11 @ 2 PM
• Survey-Feedback on Learning Plans 1-2	F, Sept. 11 @ 2 PM

Virtual Class Meeting(s) this Week:	**Topic/Task**	**Attendance Required?**
• W, Sept. 9 from 12:40-1:30 PM	• Quest for the White House	• YES

Week 3

Topics:	**Assigned Readings:**
1. Get out the vote	Green & Gerber Ch. 1: PDF Reading
	Green & Gerber Ch. 11: PDF Reading
2. Voter registration	Green & Gerber Ch. 10: PDF Reading
	Summers: PDF reading [or listen]
3. Online mobilization – digital appeals and political engagement (including election campaigning on social media)	Green & Gerber Ch. 7: PDF Reading
4. SUNY Fredonia's voting history	NSLVE Report: PDF Reading

Assignments:	**Deadlines:**
• Find research for & write essay overviewing past youth mobilization efforts	End of Learning Plan 4
• Extra credit: Attend Constitution Day virtual lecture – must register ahead of time [optional assignment]	Th, Sept. 17 @ 4 PM

Virtual Class Meeting(s) this Week:	**Topic/Task**	**Attendance Required?**
• W, Sept. 16 from 12:40-1:30 PM	• Voter mobilization	• YES

Learning Plan 4: September 18 - September 25 @2 PM
Week 4

Topics:	**Assigned Readings:**
1. Campaign Trialogue	S: Ch. 3
2. Media and political knowledge	P: Ch. 4
3. Fake news, disinformation, & political astroturfing	Parks-PDF Reading

Assignments:	**Deadlines:**
• Discussion forum: Fake news, disinformation, & political astroturfing Step 1	T, Sept. 22 @ 2 PM
• Discussion forum: Fake news, disinformation, & political astroturfing Step 2	F, Sept. 25 @ 2 PM
• Extra Credit Discussion forum: Constitution Day lecture [optional assignment]	F, Sept. 25 @ 2 PM
• Essay overviewing past youth mobilization efforts	F, Sept. 25 @ 2 PM
• Complete group member selection form	F, Sept. 25 @ 2 PM

Virtual Class Meeting(s) this Week:	**Topic/Task**	**Attendance Required?**
• W, Sept. 23 from 12:40-1:30 PM	• Virtual workday on voter mobilization essay	• No - optional

Learning Plan 5: September 25 – October 2 @2 PM
Week 5

Topics:
1. Campaigns as rhetorical puzzles
2. Persuasion & political campaigns
3. Find out group members for voter mobilization project

Assigned Readings:
S: Ch. 4
P: Ch. 12
Page in OnCourse

Assignments:	Deadlines:
• Discussion forum: Voter mobilization campaign's key issue/topic [1 per team]	T, Sept. 29 @ 2 PM
• Discussion forum: Theories of persuasion & political campaigns Step 1	T, Sept. 29 @ 2 PM
• First presidential debate. Fredonia debate watch party happening on Zoom. [attendance optional]	T, Sept. 29 @ 9 PM
• Discussion forum: Theories of persuasion & political campaigns Step 2	F, Oct. 2 @ 2 PM
• Team code of conduct [1 per team]	F, Oct. 2 @ 2 PM

Virtual Class Meeting(s) this Week:	Topic/Task	Attendance Required?
• W, Sept. 30 from 12:40-1:30 PM	• Theories of persuasion & political campaigns • Group workday	• YES

Learning Plan 6: October 2 – October 9 @2 PM
Week 6

Topics:
1. America's tribes of voters
2. Media and messages
3. Examining the conundrums of political news bias

Assigned Readings:
S: Ch. 6
S: Ch. 7
P: Ch. 9

Assignments:	Deadlines:
• Virtual voter mobilization plan group meeting with Dr. McGowan-Kirsch	W, Oct. 7
• Vice presidential debate. Fredonia debate watch party happening on Zoom. [attendance optional]	W, Oct. 7 @ 9 PM
• Discussion forum: Voters & media bias	F, Oct. 9 @ 2 PM
• Voter mobilization plan [1 per team]	F, Oct. 9 @ 2 PM
• Voter registration deadline	F, Oct. 9

Virtual Class Meeting(s) this Week:	Topic/Task	Attendance Required?
• W, Oct. 7 from 12:40-1:30 PM	• Group meetings with professor • Group workday	• YES

<p align="center" style="color:#c0504d">Learning Plan 7: October 9 – October 16 @2 PM</p>
<p align="center">Week 7</p>

Topics:	**Assigned Readings:**
1. Reporting campaigns for people like us	S: Ch. 10
2. Setting and building the agenda	P: Ch. 6
3. Media framing	P: Ch. 7

Assignments:	**Deadlines:**
• Discussion forum: Political campaigns, agenda-setting, and media framing Step 1	T, Oct. 13 @ 2 PM
• Begin executing voter mobilization plan	W, Oct. 14
• Second presidential debate. Fredonia debate watch party happening on Zoom. [attendance optional]	Th, Oct. 15 @ 9 PM
• Discussion forum: Political campaigns, agenda-setting, and media framing Step 2	F, Oct. 16 @ 2 PM
• Questionnaire: Mid-semester feedback	F, Oct. 16 @ 2 PM

Virtual Class Meeting(s) this Week:	**Topic/Task**	**Attendance Required?**
• W, Oct. 14 from 12:40-1:30 PM	• Agenda-setting & media framing • Group workday	• YES

<p align="center" style="color:#c0504d">Learning Plan 8: October 16 – October 23 @2 PM</p>
<p align="center">Week 8</p>

Topics:	**Assigned Readings:**
1. Acclaiming, attacking, & defending	S: Ch. 8
2. Presidential election campaigns past and present	P: Ch. 8
3. Political news, polls, and the presidential campaign	P: Ch. 10
4. Candidate image formation - authenticity	Louden- PDF Reading

Assignments:	**Deadlines:**
• Discussion forum: Candidate's image and authenticity in a crisis Step 1	T, Oct. 20 @ 2 PM
• Campaign update 1	W, Oct. 21 @ 12:40 PM
• Third presidential debate. Fredonia debate watch party happening on Zoom. [attendance optional]	Th, Oct. 22 @ 9 PM
• Discussion forum: Candidate's image and authenticity in a crisis Step 2	F, Oct. 23 @ 2 PM

Virtual Class Meeting(s) this Week:	**Topic/Task**	**Attendance Required?**
• W, Oct. 21 from 12:40-1:30 PM	• Voter mobilization campaign update presentation & feedback	• YES

<p style="text-align: center; color: #b55a4a;">**Learning Plan 9: October 23– October 30 @2 PM**</p>
<p style="text-align: center;">**Week 9**</p>

Topics:

1. Presidential debates

Assigned Readings:

S: Ch. 11
P: Ch. 14
Benoit-PDF reading (skip pp. 263-266)

Assignments:

- Discussion forum: Presidential debates Step 1
- Deadline to request an absentee ballot by mail
- Campaign update 2
- Discussion forum: Presidential debates Step 2

Deadlines:

T, Oct. 27 @ 2 PM
T, Oct. 27
W, Oct. 28 @ 12:40 PM
F, Oct. 30 @ 2 PM

Virtual Class Meeting(s) this Week:	Topic/Task	Attendance Required?
• W, Oct. 28 from 12:40-1:30 PM	• Voter mobilization campaign update presentation & feedback	• YES

<p style="text-align: center; color: #b55a4a;">**Learning Plan 10: October 30 – November 6 @2 PM**</p>
<p style="text-align: center;">**Week 10**</p>

Topics:

1. Role of family during a presidential campaign
2. Fatherhood in the 2012 Republican presidential primary
3. Spouses as campaign surrogates

Assigned Readings:

van Zoonen- PDF Reading
Burnette- PDF Reading
MacManus- PDF Reading

Assignments:

- Final push for voter mobilization campaign
- GO VOTE!

- Fredonia election night results watch party happening on Zoom. [attendance optional]
- Discussion forum: Role of a candidate's family

Deadlines:

T, Nov. 3
T, Nov. 3 [NYS polls open 6 AM – 9 PM]
T, Nov. 3 @ 8 PM

F, Nov. 6 @ 2 PM

Virtual Class Meeting(s) this Week:	Topic/Task	Attendance Required?
• M, Nov. 2 from 12:40-1:30 PM	• Virtual group workday	• YES
• W, Nov. 4 from 12:40-1:30 PM	• Election 2020 debrief discussion	• YES

Week 11

Topics:	**Assigned Readings:**
1. Persuading, fast and slow: Advertising and speaking	S: Ch. 9
2. Political advertising in presidential campaigns	P: Ch. 13
3. Political ads on social media	Isaac – Hyperlink to *NYT* website

Assignments:	**Deadlines:**
• Discussion forum: Political advertising Step 1	T, Nov. 10 @ 2 PM
Discussion forum: Political advertising Step 2	F, Nov. 13 @ 2 PM

Virtual Class Meeting(s) this Week:	**Topic/Task**	**Attendance Required?**
• W, Nov. 11 from 12:40-1:30 PM	• Discuss political advertising	• YES

Learning Plan 12: November 13 – November 20 @2 PM
Week 12

Topics:	**Assigned Readings:**
1. Males in presidential campaigns	Fahey- PDF Reading
	Kahn- PDF Reading
2. Females in presidential campaigns	Gibson- PDF Reading
	Jamieson- PDF Reading

Assignments:	**Deadlines:**
• Discussion Forum: Gender in presidential campaigns	F, Nov. 20 @ 2 PM
• Voter mobilization reflection essay	F, Nov. 20 @ 2 PM
• Peer evaluations	F, Nov. 20 @ 2 PM

Virtual Class Meeting(s) this Week:	**Topic/Task**	**Attendance Required?**
• W, Nov. 18 from 12:40-1:30 PM	• Virtual workday on reflection essay	• NO

Learning Plan 13: November 20 – November 27 @2 PM
Week 13 [Thanksgiving Break]

Topics:	**Assigned Readings:**
1. No new topics discussed this week	None

Assignments:	**Deadlines:**
• Discussion Forum: Application Essay Topic	F, Dec. 4 @ 2 PM [next week]
• Watch a documentary or read a book about a U.S. presidential election, political campaign, or candidate	Th, Dec. 10 @ 2 PM [finals week]
• Documentary Film or Book Application Essay	Th, Dec. 10 @ 2 PM [finals week]

Virtual Class Meeting(s) this Week:
• None

Week 14

This learning plan will open on Nov. 20 in case anyone would like to complete their assignments early/over Thanksgiving break.

Topics:	**Assigned Readings:**
1. Improving Presidential Campaign Communication	S: Ch. 12
2. Watch a documentary or read a book about a U.S. presidential election, political campaign, or candidate	A documentary or book of your choosing

Assignments:	**Deadlines:**
• Discussion forum: Concluding thoughts Step 1	T, Dec. 1 @ 2 PM
• Discussion Forum: Application Essay Topic	F, Dec. 4 @ 2 PM
• Watch a documentary or read a book about a U.S. presidential election, political campaign, or candidate	Th, Dec. 10 @ 2 PM [finals week]
• Survey: End-of-term survey	F, Dec. 4 @ 2 PM
• Discussion Forum: Concluding thoughts Step 2	F, Dec. 4 @ 2 PM
• Extra Credit: Discussion Forum: Who Taught You Something New? [optional assignment]	F, Dec. 4 @ 2 PM

Virtual Class Meeting(s) this Week:	**Topic/Task**	**Attendance Required?**
• W, Dec. 2 from 12:40-1:30 PM	• Class discussion of improving presidential campaign communication	• YES

<p style="text-align:center">**Learning Plan 15: December 4 - December 10 @2 PM**
FINALS WEEK</p>

Topics:

1. No new topics discussed this week

Assigned Readings:
None

Assignments:

- Documentary Film or Book Application Essay
- Double check all grades to make sure everything is accurate

Deadlines:
Th, Dec. 10 @ 2 PM
Th, Dec. 10 @ 2 PM

Virtual Class Meeting(s) this Week:

- None

** 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.
- Last day to **drop** the course is Friday, August 28.
- **Mid-semester grades** are available to students on Thursday, Oct. 15.
- The last day to **withdraw** from the course is Friday, November 5.
- **Final grades** are due to the Registrar's Office on Wednesday, December 16 and will be made available through OnCourse.
- **Final grades** are available to students through YourConnection on Thursday, December 17.