

## COMM313: POLITICAL COMMUNICATION SYLLABUS *Fall 2021*

### PROFESSOR'S INFORMATION

**Name:** Dr. Angela McGowan-Kirsch  
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**Office Phone:** 716-673-3260

**Office hours:** MWF: 1-2 PM

### 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;
- (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

Please complete the readings before the assigned class period.

- (1) Journal articles, book chapters, popular press articles, and other required readings are located in weekly folders available through OnCourse.
- (2) *New York Times* – Visit <https://www.fredonia.edu/about/offices/professional-development-center/new-york-times-education> to learn more about digitally accessing the *New York Times* for free.
- (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*. Waveland Press, Inc. ISBN-13: 978-1-57766-533-5 / ISBN-10: 1-57766-533-3

### COURSE POLICIES

**(1) Attendance:** Class begins promptly at 11:30 AM, 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 11:30 AM) 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 by 10 points (1% of

final grade) per absence. Students should notify Enrollment and Student Services staff member Ms. Amanda Austin <amanda.austin@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 absent.

**(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 the 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.

**(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 political communication 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 is speaking, keep a mobile phone on, or show general signs of disrespect for the course, professor, or other students. Non-course-related materials, such as items from other courses and mobile devices, must be stowed away when class begins.

**(4) Late Work:** Assignments are due within the first 5 minutes of class (by 11:35 AM). 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, procrastination, other coursework deadlines, or extracurricular obligations are not considered dire circumstances. Once you have the approval to turn in the assignment late, the professor will use her own discretion when determining a new deadline. Regardless of the reason, a late assignment will receive a significant grade deduction.

There will be a deduction of 7% for failing to submit the discussion questions in print and/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 2-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 blog posts and discussion questions.

**(5a)** 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. Assigned readings available through OnCourse do not count toward the source requirement, yet, can still be cited in the assignment. Blogs, social media posts, and/or other self-authored sites, such as Wikipedia, are usually considered non-credible sources and will not be accepted unless stated otherwise.

**(5b)** Students must account for all sources cited in an assignment by using in-text citations and including a reference section. Failure to cite 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.

**(5c)** You must use APA 7<sup>th</sup> edition to cite in-text citations and format reference pages and papers. APA requires that papers align text left, have 1" margins, be double spaced, have a running head that includes page numbers in the 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.

**(5d)** If you would like me to review a draft of an assignment you must email the professor the complete assignment at least 6 days prior to the assignment due date. She will not proofread the assignment but will instead discuss the merits of the assignment.

**(5e) Google Drive folder:** You are required to create a Google Drive folder and share the folder link with the professor via email. The Google Drive folder should be labeled: FIRST name LAST name-COMM313 and must provide the professor with the ability to edit, comment, or view shared files that are found in the folder.

**(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 messages, read the news, or 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>).

An approved accommodation plan is required before audiotaping/video/digital photos are allowed. With the exception of students requiring an accommodation, 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:** I will communicate with you through your Fredonia email account. All emails should be written using 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 AM and 5 PM. 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. Political Blog Posts (200 total points/40 points each):** Research has established the positive relationship between news consumption, interpersonal discussion, and political participation (De Zuniga et al., 2013). Also, an increasing number of U.S. citizens rely on the Internet as a means for gaining and sharing information (Rainie & Horrigan, 2007). Blog use, in particular, has emerged as a leading force in political communication. In COMM313, you will actively blog and read your peers' blog entries.

On 5 days throughout the semester, you will create a blog entry that that's 250-750 words. Each blog assignment requires that students respond to 3 questions posed by the professor (see assignment guidelines for prompts). Typically, the questions ask you to locate an example of course content and then write a blog post that applies course content to the example. In most cases, the example should come from a reputable news publication (i.e., a newspaper such as *The New York Times* or a news magazine such as *Time* or *The Atlantic*) or source (i.e., Reed Library databases). The blog posts should hyperlink to the news article and/or examples.

The questions often prompt you to explain how the example demonstrates course concepts. 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. You'll need to find your "person number" in OnCourse in order to know when your blog post is due.

- 2. Discussion Questions (168 total points/28 points each):** Throughout the course of the semester you will be assigned 6 days that you're responsible for submitting answers to discussion questions. With a few exceptions, each assignment typically has 5-8 questions from which you pick 3-4 questions to answer (sometimes 1 question is required). The questions ask you to use the assigned readings to contemplate topics related to that day's discussion. You'll need to find your "person number" in OnCourse in order to know when your assignment is due.
- 3. 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 23 – September 24, Exam 2 will cover content learned from September 29 – October 18, and Exam 3 will cover content learned from October 22 – December 10. Exam review guides will be provided in OnCourse.
- 4. Syllabus Quiz (5 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 (27 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 the frequency of their 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

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 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. All grades are kept in OnCourse and updated regularly.

### **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 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 were 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 a 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 this 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.

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

**(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 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 AM – 3:00 PM. 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. All students are expected to adhere to all rules and regulations regarding [Fall 2021 SUNY COVID-19 Guidelines](#). Failure to do so constitutes a potential violation of campus rules and regulations that may endanger members of our community. For your safety and the safety of your classmates and faculty, you are required to comply with the [Fall 2021 SUNY COVID-19 Guidelines](#). Please note that if you refuse to comply with the guidelines during a class, 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. Thank you for helping to maintain a safe campus environment.”

Students in isolation or quarantine (as verified by ESS) will be accommodated in the classroom so that you do not fall behind. The following policy is in place for the infectious disease protocol: “When a student is required to quarantine or isolate, documentation will be provided from the Student Health Center to ESS regarding the medical reasons for the student to be out of face-to-face instruction for a designated period of time. Faculty will provide two weeks worth of assignments for the student to ensure no disruption in the student's progress to course completion.” If this situation applies to you, you need to email me asap. You'll be expected to attend class virtually and complete assignments on time.

### **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.

Parts of this syllabus are adapted from

Kaiser, K. (2017). *Oral/interpersonal communication – Online syllabus*. Steven's Point, WI: Mid-State Technical College.

Lohiser, A. (2020). Personal communication.

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

**COMM313 FALL 2021 SCHEDULE\***

We will regularly meet in McEwen 201. However, some days we'll have class in McEwen 106 (the department's story lab). The days we're meeting in McEwen 106 are listed in the course schedule.

Week	Date	Topic(s) Covered	Reading(s) Due	What's Due & What to Bring to Class
<b>TOPIC 1: Communication &amp; Politics</b>				
1	8/23	<u>Course Introduction</u> <ul style="list-style-type: none"> <li>Political communication: Background</li> </ul>		
	8/25	<u>Political Communication Introduction</u> <ul style="list-style-type: none"> <li>Political communication defined</li> </ul>	Denton & Kuypers: Ch. 1	
	8/27	<u>Communication, Society, and Social Order</u> <ul style="list-style-type: none"> <li>American myths, ideology, &amp; ideographs</li> </ul>	Denton & Kuypers: Ch. 2 Johnson: Brief history	
2	8/30 <i>[class held in McEwen 106]</i>	<u>Functions of Political Communication</u> <ul style="list-style-type: none"> <li>Strategic uses of political language</li> </ul>	Denton & Kuypers: Ch. 3	<b>Bring to class:</b> Ch. 3 & electronic device that enables you to access Internet <i>Due by 11:59 PM:</i> <b>Due:</b> OnCourse: Syllabus Quiz <b>Due:</b> Google Form: Student Information Survey <b>Due:</b> Google Drive: Create a Google Drive folder for COMM313
	9/1	<u>Political Communication: Polarization</u> <ul style="list-style-type: none"> <li>Political polarization in the American public</li> </ul>	Dimock: America is exceptional Doherty: Americans' growing partisan divide King & Anderson: Nixon	<i>Due by 11:30 AM:</i> <b>Due:</b> Persons 1-13 DQ (practice-not graded)
	9/3	<u>Political Communication: Civility &amp; Incivility</u> <ul style="list-style-type: none"> <li>The Rhetoric of Civility</li> <li>Incivility</li> </ul>	Bates: When civility is used (6 min. listen) Darr: Adam Ferguson (read pp. 603-604; 608-619) Elliott: Charlottesville redefines civility (6 min. listen)	<i>Due by 11:30 AM:</i> <b>Due:</b> Persons 14-25 DQ (practice-not graded)
3	9/6	<b><u>No Class: Labor Day</u></b>		
	9/8	<u>Quality Online Discussions: Digital Politics</u> <ul style="list-style-type: none"> <li>Learning to communicate across differences</li> <li>Political discussion online</li> <li>Digital politics</li> <li>Articulating ideas through writing</li> </ul> <u>Discuss Blog Assignment</u> <ul style="list-style-type: none"> <li>Assignment Guidelines</li> </ul>	Ekdale et al.: Why blog? (read pp. 217-221) Assignment Guidelines: Political Blog	<i>Due by 11:59 PM:</i> <b>Due:</b> Share your political blog's web address via the Google Doc the prof shared

Week	Date	Topic(s) Covered	Reading(s) Due	What's Due & What to Bring to Class
<b>TOPIC 2: Media &amp; Political Communication</b>				
	9/10 <i>[class held in McEwen 106]</i>	<u>Politics &amp; Media</u> <ul style="list-style-type: none"> <li>Old and new media</li> <li>Digital media</li> </ul>	Tuman: Political communication Applebaum et al.: How to put Zulli: Tweets, memes, snaps	<b>Bring to class:</b> Electronic device that enables you to access the news online
4	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>Bring to class:</b> Electronic device that enables you to access the news online <i>Due by 11:30 AM:</i> <b>Due:</b> Persons 1-5 blog post <b>Due:</b> Persons 21-25 DQ
	9/15	<u>Politics in the Media: Media Framing</u> <ul style="list-style-type: none"> <li>Media Framing theory</li> <li>Media framing &amp; nonverbals</li> </ul>	Entman: Framing Manusov et. al: Bumps and tears	<i>Due by 11:30 AM:</i> <b>Due:</b> Persons 11-14 blog post <b>Due:</b> Persons 15-20 DQ
	9/17	<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> </ul>	Adfontesmedia Bias Chart 7.0 Jurkowitz: U.S. media polarization Perloff: Behind political news Stroud: Polarization (read pp. 556-561)	<i>Due by 11:30 AM:</i> <b>Due:</b> Persons 6-10 blog post <b>Due:</b> Persons 1-5 DQ
5	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 (read pp. 338-342) Jones: Alec Baldwin Flanagan: How John Oliver	<i>Due by 11:30 AM:</i> <b>Due:</b> Persons 15-20 blog post <b>Due:</b> Persons 11-14 DQ
	9/22	<u>Politics in the Media: Fake News</u> <ul style="list-style-type: none"> <li>What is fake news?</li> <li>Alternative facts</li> </ul>	Fry: What is fake news Ted Radio Hour: Ali Velshi Parks: Social media misinformation Factitious: Fake news quiz	<i>Due by 11:30 AM:</i> <b>Due:</b> Persons 21-25 blog post <b>Due:</b> Persons 6-10 DQ <b>Due:</b> Complete “factitious” fake news quiz & bring in example of fake news
	9/24	<u>Political Propaganda</u> <ul style="list-style-type: none"> <li>Tactics &amp; strategies</li> </ul> <u>Practice Exam Essay Question</u> <ul style="list-style-type: none"> <li>Exam study guide</li> </ul>	Frymier & Nadler: Propaganda Johnson: Donald Trump’s Rhetrickery	
6	9/27	<u>Exam I</u> <ul style="list-style-type: none"> <li>Covers content learned August 23 - September 24</li> </ul>		<i>Due by end of class:</i> <b>Due:</b> Exam I



Week	Date	Topic(s) Covered	Reading(s) Due	What's Due & What to Bring to Class
<b>TOPIC 3: Political Campaign Communication: Styles &amp; Tactics</b>				
	9/29	<u>Political Campaigns: Phases of Political Campaigns</u> <ul style="list-style-type: none"> <li>• Campaign planning, management, strategies, and tactics</li> <li>• 4 stages in political campaigns</li> </ul>	Denton & Kuypers: Ch. 8 Trent et. al: Communicative functions	
	10/1	<u>Political Campaigns: Phases of Political Campaigns cont'd</u> <ul style="list-style-type: none"> <li>• Campaign planning, management, strategies, and tactics</li> <li>• 4 stages in political campaigns</li> </ul>	Denton & Kuypers: Ch. 8 Trent et. al: Communicative functions	<i>Due by 11:30 AM:</i> <b>Due:</b> Persons 6-10 blog post <b>Due:</b> Persons 15-20 DQ
7	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> <li>• Trumpism</li> </ul>	Trent et. al: Communicative styles Thompson: The deep story of Trumpism	<i>Due by 11:30 AM:</i> <b>Due:</b> Persons 15-20 blog post <b>Due:</b> Persons 6-10 DQ
	10/6	<u>Political Campaigns: Candidate's Authenticity &amp; Image Formation</u> <ul style="list-style-type: none"> <li>• Authenticity, image, &amp; American ideology</li> </ul>	Louden et al.: The authentic candidate Foran: Clinton's end-run around the press	<i>Due by 11:30 AM:</i> <b>Due:</b> Persons 11-14 blog post <b>Due:</b> Persons 21-25 DQ
	10/8	<b><i>No Class: Fall Break</i></b>		
8	10/11	<u>Political Campaigns: Surrogate Speakers &amp; Candidates' Spouses</u> <ul style="list-style-type: none"> <li>• Surrogate speakers: Selection &amp; benefits</li> <li>• Characteristics of a good first spouse</li> </ul>	Trent et. al: Surrogate speakers Manskiuk: Whither the good wife	<i>Due by 11:30 AM:</i> <b>Due:</b> Persons 21-25 blog post <b>Due:</b> Persons 1-5 DQ
	10/13	<u>Political Campaigns: Presidential Debates</u> <ul style="list-style-type: none"> <li>• Presidential debates</li> </ul>	Smith: Rhetorical super bowl	<i>Due by 11:30 AM:</i> <b>Due:</b> Persons 1-5 blog post <b>Due:</b> Persons 11-14 DQ <i>Due by 11:59 PM:</i> <b>Due:</b> Mid-semester Course Evaluation Google Form (OnCourse)
	10/15	<u>Political Campaigns: Television Advertising in Election Campaigns</u> <ul style="list-style-type: none"> <li>• History of TV campaign ads</li> <li>• Types of, characteristics of, effects of TV ads</li> <li>• Negative TV ads</li> </ul>	Fallis: Political advertising Museum of the Moving Image: <a href="http://www.livingroomcandidate.org">http://www.livingroomcandidate.org</a>	<i>Due by 11:30 AM:</i> <b>Due:</b> Persons 1-13 DQ

Week	Date	Topic(s) Covered	Reading(s) Due	What's Due & What to Bring to Class
9	10/18	<u>Political Campaigns: Political Campaigns &amp; Digital Media</u> <ul style="list-style-type: none"> <li>Bots</li> <li>Pres. Trump &amp; Twitter</li> <li>Facebook &amp; democracy</li> </ul>	Zulli: Tweets, memes, snaps (originally read on 9/10) Guilbeault et al.: How Twitter bots are	<i>Due by 11:30 AM:</i> <b>Due:</b> Persons 14-25 DQ
	10/20	<u>Exam II</u> <ul style="list-style-type: none"> <li>Covers content learned September 29 – October 18</li> </ul>		<i>Due by end of class:</i> <b>Due:</b> Exam II
<b>TOPIC 4: Political Communication: The Office of the President</b>				
	10/22	<u>The Presidency</u> <ul style="list-style-type: none"> <li>Responsibilities</li> </ul>	Dickerson: The presidency	
10	10/25 <i>[class held in McEwen 106]</i>	<u>Office of Communications</u> <ul style="list-style-type: none"> <li>Environment of the office, people in the office</li> </ul>	Kumar: Office of Communications	<b>Bring to class:</b> Electronic device that enables you to look up information & type on Google Doc
	10/27	<u>Presidential Performatives &amp; Spectacles</u> <ul style="list-style-type: none"> <li>Mythology of presidential communication</li> <li>Presidential performatives</li> </ul>	Erickson: Presidential rhetoric's visual turn	<i>Due by 11:30 AM:</i> <b>Due:</b> Persons 15-20 blog post <b>Due:</b> Persons 11-14 DQ
	10/29	<u>Presidential Speechwriting</u> <ul style="list-style-type: none"> <li>Speechwriters</li> <li>Rules for speechwriting</li> </ul>	Smith: Writing for Presidents Luntz: The Ten Rules	<i>Due by 11:30 AM:</i> <b>Due:</b> Persons 6-10 blog post <b>Due:</b> Persons 21-25 DQ
11	11/1	<u>The Rhetorical Presidency: Genres</u> <ul style="list-style-type: none"> <li>Genres of the rhetorical presidency</li> </ul>	Campbell & Jamieson: Genres of the rhetorical presidency	
	11/3	<u>The Rhetorical Presidency: Genres</u> <ul style="list-style-type: none"> <li>Genres of the rhetorical presidency</li> </ul>	Campbell & Jamieson: Reading from last class Print/bring in a speech text & answers to discussion questions	<i>Due by 11:30 AM:</i> <b>Due:</b> Persons 1-25 DQ
	11/5	<u>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	<i>Due by 11:30 AM:</i> <b>Due:</b> Persons 21-25 blog post <b>Due:</b> Persons 15-20 DQ
12	11/8	<u>The Ubiquitous Presidency: The Digital White House</u> <ul style="list-style-type: none"> <li>White House Website</li> <li>Ubiquitous presidency</li> <li>Presidential Records Act</li> </ul>	Scacco & Coe: The ubiquitous presidency	<i>Due by 11:30 AM:</i> <b>Due:</b> Persons 1-5 blog post <b>Due:</b> Persons 6-10 DQ

Week	Date	Topic(s) Covered	Reading(s) Due	What's Due & What to Bring to Class
	11/10	<u>The Ubiquitous Presidency: Pop Culture &amp; the Presidency</u> <ul style="list-style-type: none"> <li>Entertainment industry</li> <li>Infotainment/soft news</li> <li>Former presidents and pop culture</li> </ul>	VanDerWerff: Barack Obama was the perfect pop culture president	<i>Due by 11:30 AM:</i> <b>Due:</b> Persons 11-14 blog post <b>Due:</b> Persons 1-5 DQ
	11/12	<u>Social Media, Conspiracy Theories, &amp; the Presidency</u> <ul style="list-style-type: none"> <li>Conspiracy thinking: QAnon</li> <li>January 6 events at the U.S. Capitol</li> </ul>	LaFrance: QAnon Rubin et al.: QAnon emerges Scenes from an American riot	
<b>TOPIC 5: Women in Politics</b>				
13	11/15	<u>The First Lady</u> <ul style="list-style-type: none"> <li>First lady's public persona &amp; influence</li> </ul>	CQ Researcher: First Ladies	<i>Due by 11:30 AM:</i> <b>Due:</b> Persons 21-25 blog post <b>Due:</b> Persons 11-14 DQ
	11/17	<u>Women on the 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	<i>Due by 11:30 AM:</i> <b>Due:</b> Persons 1-5 blog post <b>Due:</b> Persons 6-10 DQ
	11/19	<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>	Blazina & Desilver: A Record number Lawrence: Women in Senate	<i>Due by 11:30 AM:</i> <b>Due:</b> Persons 11-14 blog post <b>Due:</b> Persons 15-20 DQ
14	11/22-11/26	<b><u>No Class: Thanksgiving Break</u></b>		
15	11/29	<u>Women as Governors</u> <ul style="list-style-type: none"> <li>Women as Governors</li> </ul>	Anderson et al.: Gender, Metaphor, & Political Identity	<i>Due by 11:30 AM:</i> <b>Due:</b> Persons 15-20 blog post <b>Due:</b> Persons 21-25 DQ
	12/1	<u>Women Running at the Top of the Ticket: Presidential &amp; VP Candidates</u> <ul style="list-style-type: none"> <li>Women as presidential &amp; vice presidential candidates</li> </ul>	Anderson: Every Woman Anderson: Likability/Loathability Gibson: Difference Between	<i>Due by 11:30 AM:</i> <b>Due:</b> Persons 6-10 blog post <b>Due:</b> Persons 1-5 DQ
	12/3	<u>Women as Second in Command: The Vice President</u> <ul style="list-style-type: none"> <li>Women as vice president</li> </ul>	Garber: Kamala Harris's Ambition Trap	
<b>TOPIC 6: Concluding Thoughts</b>				
16	12/6	<u>Motivating the Citizenry: How do we get people interested in politics?</u> <ul style="list-style-type: none"> <li>Civic political engagement</li> <li>Voter turnout: 2018 &amp; 2020 elections</li> <li>Motivating college students to be politically civically engaged</li> </ul>	Koc-Michalska: Civic political engagement Desilver: Turnout soared in 2020	

Week	Date	Topic(s) Covered	Reading(s) Due	What's Due & What to Bring to Class
	12/8 <i>[class held in McEwen 106]</i>	<u>Improving Political Communication</u> <ul style="list-style-type: none"> <li>Communication as a means for improving political conversations</li> </ul>	Smith: Improving political communication	<b>Bring to class:</b> Readings, notes, and electronic device that enables you to contribute to a Google Doc <i>Due by 11:30 AM:</i> <b>Due:</b> Persons 1-25 blog post
	12/10 <i>[class held in McEwen 106]</i>	<ul style="list-style-type: none"> <li>Exam III workday</li> </ul>		<b>Bring to class:</b> Readings, notes, and electronic device that enables you to contribute to a Google Doc <i>Due by 11:59 PM:</i> <b>Due:</b> End-of-Semester Course Evaluation Google Form (OnCourse)
Finals Week	M, Dec. 13 4-6 PM	<u>Exam III</u> <ul style="list-style-type: none"> <li>Covers content learned October 22 – December 10)</li> </ul>		<i>Due by end of class:</i> <b>Due:</b> Exam III

**\* 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 27, 2021.
- **Mid-semester grades** are available to students on Thursday, October 14, 2021.
- The last day to **withdraw** from the course is Monday, November 29 2021
- **Final grades** are due to the Registrar's Office on Wednesday, December 22, 2021 and will be made available through OnCourse.
- **Final grades** are available to students through Your Connection on Thursday, December 23, 2021.