

# COMM313: Political Communication Syllabus

## Spring 2016

### 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.

This course examines the interaction of media, politics, and public opinion, thus providing a survey of the field of political communication. As a result, the goal of this course is to teach students to be effective observers and participants in the public sphere. We will study political communication in all its forms, genres, and styles in U.S. politics. This course examines the practices that have come to constitute political communication. Emphasis will be given to the role of political communication as it is practiced in the media, by elected officials, and during elections.

#### ANGELA MCGOWAN, PHD

##### CONTACT INFORMATION

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- Office Phone: 716-673-3260
- Email: [mcgowan@fredonia.edu](mailto:mcgowan@fredonia.edu)
- Professional Website:  
<http://angelammcgowan.weebly.com>

##### OFFICE HOURS

- Sunday: 5-7 p.m. (Google chat)
- Monday, Wednesday, Friday: 9-10:30 a.m.
- By appointment

##### CLASSROOM

- Fenton Hall 175

##### MEETING TIME

- MWF: 2:00-2:50 p.m.

### COURSE OBJECTIVES

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

1. identify and explain key concepts in political communication and apply that knowledge to communicative situations occurring in the public sphere;
2. recognize and describe 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. Denton, R.E., & Kuypers, J.A. (2008). *Politics and communication in America: Campaigns, media, and governing in the 21<sup>st</sup> century*. Long Grove, IL: Waveland Press, Inc.  
ISBN-13: 978-1-57766-533-5 / ISBN-10: 1-57766-533-3
2. Smith, C.R. (2014). *Confessions of a presidential speechwriter*. East Lansing, MI: Michigan State University Press. ISBN-13: 978-1611861136 / ISBN-10: 1611861136
3. Journal articles, book chapters, and other content are located in folders found under the "lessons" category on ANGEL.
4. *New York Times* – Visit [nytimes.com/passes](http://nytimes.com/passes) and register using your @fredonia.edu email address. Here is a short video with log-in instructions ([http://youtu.be/M32a\\_XyRMSY](http://youtu.be/M32a_XyRMSY)). In addition to full access to the current edition, the academic pass allows for access to 100 archived articles, per user, per month.
5. FactCheck's email list – FactCheck is a nonpartisan group that monitors campaigns for false statement. To sign up, go to the website <http://www.factcheck.org/> and select "sign up for email alerts."

## COURSE POLICIES

- ✚ **Attendance:** Class begins promptly at 2 p.m., and the professor will take attendance at the start of class. Students who arrive late (after 2:03 p.m.) or leave early will be penalized. Being tardy or leaving early four (4) times equals one absence.

You get FOUR (4) no questions asked absences during the semester. For each absence exceeding this amount, you will be penalized 10 points off your final total points.

For an absence to be excused, we must discuss your reason for missing class at least 60 minutes prior to the start of class. Excused absences include (1) serious illness or injury to student, (2) death, injury, or serious illness of an immediate family member or the like, (3) religious reasons, (4) jury duty or government obligation, and (5) university sanctioned or approved activities (examples include: artistic performances, forensics presentations, research conferences, intercollegiate athletic events, student government, required class field trips, etc.). It is your responsibility to get the notes you missed.

You must provide documentation within 48 hours of the missed class. Some examples of acceptable documentation include a physician's note, traffic accident report, hospital bill, etc., all of which must be signed and dated. Even if you make arrangements, your grade on a late assignment may be reduced.

If your absence is excused and you missed class the day of an in-class graded assignment, such as a quiz or application activity, you can make-up the points by writing a 250 word essay that discusses the course content discussed the day you missed. You must turn in the typed essay within 48 hours of the missed class.

- ✚ **Class Etiquette:** Lively debate, discussion, and disagreement on issues are encouraged and respect for other people, their opinions, and experiences is essential. After all, this is a "citizen's course" that will challenge you to rethink your views of politics. Whether you are a Republican, Democrat, 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. (Adapted from: Jarvis, S. (2015). *CMS342: Political communication*. Retrieved from <http://commstudies.utexas.edu>)

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 daily readings, listen to others, and ground your own comments in principles of critical thinking. Class discussions should take place within the context of academic inquiry and in the spirit of understanding diverse perspectives and experiences. Do not engage in private conversations, interrupt another student who has the floor, keep cell phones on, or show general signs of disrespect for the course, professor, or other students. Non-course related materials such as newspapers and items from other courses must be stowed away when class begins. (Adapted from: Palczewski, C. H. (2012). *Comm4216: Political communication syllabus*. Retrieved from <http://www.uni.edu/palczews/PolComm.htm>)

- ✚ **Late work:** Deadlines apply even if you are not in class the day the assignment is due. All assignments are due in hard copy within the first 5 minutes of class (by 2:05 p.m.) and may not be accepted or receive a severe grade deduction if it is turned in late. Failures of technology (e.g., "my computer crashed," "the file won't open," "the printer was broken," etc.) will not lead to an extension of the deadline.

All arrangements for missing a presentation must be made at least 24 hours prior to the time the presentation is scheduled. If such arrangements are not made, then you may not be allowed to make up the presentation and will earn a zero for the assignment. There are no make-up presentations for unprepared or late speakers.

- ✚ **Written work:** Your research should come from peer-reviewed journal articles, books written by scholars or professionals who are experts in their fields, substantive news articles that are reliable sources of information on events and issues of public concern and/or non-bias websites.

If you would like the professor to review a draft of a written assignment, you must email her the complete paper or presentation handout at least 6 days before the assignment is due.

All work must be written in APA style: justified left, 1” margins, double spaced, running head including page numbers in top right corner, stapled, contractions written out, and typed in 12-point Times New Roman font. Each paper you hand in should include a word count on the last page of the essay. Do not insert additional spaces between paragraphs. Do not alter font type and/or size or deviate from the margin requirements in an effort to “cheat” your way around the page minimum and maximum. Each “cheat” will result in a 5% automatic deduction from your paper grade. Note: The title page and reference page do NOT count toward your page minimum or maximum. APA resources are posted on ANGEL. Also refer to the American Psychological Association (<http://www.apastyle.org>) and Purdue Owl (<http://owl.english.purdue.edu/>) for the most current rules for APA style.

- ✚ **Exams:** Once the exam has been distributed you cannot leave the room until you finish your exam. If you miss the examination and have a legitimate reason for doing so, you must make it up within a reasonable time (normally 3 days or less). All arrangements for missing the 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 that assignment. 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.
- ✚ **Group Projects:** For each project that requires you work with another student: (1) grades will be assigned to the group as a whole and (2) each student will complete an evaluation form, which includes assigning a grade, to indicate the relative participation and contribution of each group member. The professor will average the peer evaluation scores.

The following sanctions will be imposed by group members when a peer violates the group’s code of conduct: (1) give a verbal warning, (2) give a written warning through email and include 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. Professor intervention is not possible unless these steps are followed before students turn in the assignment.

If a group member is sick on the day of your group presentation, the group 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.

- ✚ **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. Course assignments and readings will be posted on the course ANGEL site. You are responsible for retrieving documents (assignment guidelines, rubrics, handouts, readings, etc.) from ANGEL.

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, text message, or to take pictures of course content that is projected or written on the board. The professor will communicate with you through your Fredonia e-mail account. 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>).

- ✚ **Communicating with Professor:** Email is the best way to communicate with the professor, and she will check her Fredonia email between 8 a.m. and 5 p.m. Unless the professor is traveling, it is the weekend, or Fredonia has

a university sanctioned break, the professor should reply to you within 24 hours. You also can communicate with her via Google Chat (gchat) anytime there is a green dot next to her name. Click on this link to learn how to start a chat in Gmail: <https://support.google.com/chat/answer/161880?hl=en>

## COURSE ASSIGNMENTS

- ✚ Note: Complete descriptions of course assignments and rubrics are available in folders found under the “lessons” section of ANGEL.
1. **Reading Summary/Reaction Paper (60 points each/300 total points):** Over the course of the semester you will write five (5) brief essays that include a summary and reaction to that day’s readings. Each essay should be 500-750 words and thoroughly examine the central idea of that day’s theme. Specifically, the paper should: (1) compare and contrast the authors’ claims and findings, (2) overview outside literature related to that day’s topic, (3) use the *New York Times* to discuss the conclusions as they relate to current events, and (4) offer a reaction to the readings. In addition to writing the summary, you are expected to help the professor lead that day’s class discussion. During the second week of class, you will choose days that your article summaries are due. At least two of your article summaries must be completed before February 29, 2016.
  2. **Political Speech (300 total points):** This assignment requires students use content discussed in Smith: Ch. 6 and other course readings while assuming three roles: (1) Political Speech Writer – You will write a well-organized and thoroughly researched 4-5 minute 3-point speech that is adapted to a particular audience. The speech will include research, stylistic devices, and delivery cues for a hypothetical political candidate. (2) Speech Coach – You will identify a student in the class that you would like to act as “the presidential candidate” and deliver the speech you created. You will direct that person on how to deliver the speech you wrote. (3) Each student will be a “presidential candidate” and deliver a 4-5 minute speech that someone else created.
  3. **Exams (200 points each/400 total points):** You will have two exams that include fill in the blank, matching, multiple choice, short answer, and/or essay questions. Application and identification are stressed more than memorization of material. Exam 1 will cover material learned from January 20 – February 26 and Exam 2 will cover content from March 4 – May 4.

## 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 is used to compute final grades. Borderline grades may, at the discretion of the professor, receive the next highest letter grade. Borderline cases are defined as scores within two points of the next highest grade (e.g., you earned 898 points but need 900 points to make an A-).
- ✚ After a grade is returned, the student has 7 days to resolve questions about the grade with the professor. If you wish to discuss a grade, you must set up an appointment with the professor no later than 4 days after the assignment is returned. Prior to the meeting, it is asked that you 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 8 after the time of grade distribution.

“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.

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

**COURSE ETHICS**

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

- ✚ Dishonesty. This is lack of integrity exhibited through lying, cheating, defrauding, or deceiving. Examples of dishonesty include: copying the work of another, allowing one’s own work to be copied, reading without the professor’s consent a copy of the examination prior to the date it is given, submitting the same work in more than one course without the express permission of the professor(s); or disclosing or accepting information if one takes a test at a different time than other students in the same course.
- ✚ 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 a professor suspects a violation of the Academic Integrity Policy, she will collect necessary information and materials related to the offense and then contact the student. If the professor finds that a violation has occurred, she will use the Academic Integrity Incident Report form to report the issue to the department chair. To read about additional action, please see the Academic Integrity Policy and Procedures detailed on the “University Policies” website. Review the SUNY Fredonia Academic Integrity Policy by clicking on this [link](#).

**TUTORING SERVICES**

- ✚ 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.

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**LEARNING ACCOMMODATIONS**

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

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**DEPARTMENT OF COMMUNICATION PHILOSOPHY**

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- ✚ 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/departments/communication/standards.asp>

<b>TENTATIVE COURSE SCHEDULE</b>
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Week	Date	Topic	Due
<b>Unit I: Politics and Communication</b>			
<b>1</b>	1/20	<u>Political Communication: Background</u> <ul style="list-style-type: none"> <li>• Course Introduction</li> <li>• Political Communication Defined</li> </ul>	<ul style="list-style-type: none"> <li>• D &amp; K: Ch. 1</li> </ul>
	1/22	<u>Political Communication: Background cont'd</u> <ul style="list-style-type: none"> <li>• Political Communication Defined</li> </ul>	<ul style="list-style-type: none"> <li>• D &amp; K: Ch. 1</li> </ul>
<b>2</b>	1/25	<u>Communication, Society, and Social Order</u> <ul style="list-style-type: none"> <li>• Language and Politics</li> </ul>	<ul style="list-style-type: none"> <li>• D &amp; K: Ch. 2</li> <li>• <b>Last Day to Drop: 1/26</b></li> </ul>
	1/27	<u>Language and Politics: "The People"</u> <ul style="list-style-type: none"> <li>• Language and Politics cont'd</li> <li>• Beasley, "The Riddle"</li> </ul>	<ul style="list-style-type: none"> <li>• D &amp; K: Ch. 2</li> <li>• Beasley article - ANGEL</li> </ul>
	1/29	<u>Functions of Political Language</u> <ul style="list-style-type: none"> <li>• Uses of Political Language</li> <li>• Introduction to Dr. Smith and rhetorical politicians</li> </ul>	<ul style="list-style-type: none"> <li>• D &amp; K: Ch. 3</li> <li>• S: Ch. 1 &amp; 2</li> </ul>
<b>3</b>	2/1	<u>Strategic Uses of Political Language: Polarization</u> <ul style="list-style-type: none"> <li>• Layman, "Party Polarization"</li> <li>• Pew Research, "Political Polarization in the American Public"</li> </ul>	<ul style="list-style-type: none"> <li>• All readings accessed through ANGEL</li> </ul>
	2/3	<u>Strategic Uses of Political Language: Polarization cont'd</u> <ul style="list-style-type: none"> <li>• Harpine, "Bryan's "A Cross of Gold"</li> <li>• King &amp; Anderson, "Nixon, Agnew"</li> </ul>	<ul style="list-style-type: none"> <li>• All readings accessed through ANGEL</li> </ul>
	2/5	<ul style="list-style-type: none"> <li>• No Class: Professional Development Day</li> </ul>	<ul style="list-style-type: none"> <li>• No Class</li> </ul>
<b>4</b>	2/8	<u>Strategic Uses of Political Language: Un(civil) Discourse</u> <ul style="list-style-type: none"> <li>• Benson, "The Rhetoric of Civility"</li> <li>• Darr, "Adam Ferguson's Civil Society"</li> </ul>	<ul style="list-style-type: none"> <li>• All readings accessed through ANGEL</li> </ul>
<b>Unit II: Mass Media and Political Communication</b>			
	2/10	<u>Journalists' Privilege: The First Amendment</u> <ul style="list-style-type: none"> <li>• Protecting Broadcasters' First Amendment Rights</li> <li>• Ruane, "Journalists' Privilege"</li> </ul>	<ul style="list-style-type: none"> <li>• S: Ch. 13</li> <li>• Ruane article - ANGEL</li> </ul>
	2/12	<u>Politics in the Media: News Coverage</u> <ul style="list-style-type: none"> <li>• Covering politics in the news</li> <li>• Brubaker &amp; Hanson, "The Effect of Fox News"</li> </ul>	<ul style="list-style-type: none"> <li>• S: Ch. 3 &amp; 4</li> <li>• Brubaker &amp; Hanson article - ANGEL</li> </ul>
<b>5</b>	2/15	<ul style="list-style-type: none"> <li>• Guest Speaker via Skype: Dr. Craig Smith (author of "Confessions of a Presidential Speech Writer")</li> </ul>	<ul style="list-style-type: none"> <li>• 3-4 questions to ask the guest speaker</li> </ul>
	2/17	<u>The Media and Politics: Satire in Politics</u> <ul style="list-style-type: none"> <li>• Jones &amp; Baym, "Satire News and Politics" (read first)</li> <li>• Bennett, "Relief in Hard Times"</li> <li>• Hart &amp; Hartelius, "The Political Sin"</li> </ul>	<ul style="list-style-type: none"> <li>• All readings accessed through ANGEL</li> </ul>
	2/19	<u>Politics in the Media: Framing</u> <ul style="list-style-type: none"> <li>• The Media and Politics</li> <li>• Entman, "Framing: Toward Clarification"</li> </ul>	<ul style="list-style-type: none"> <li>• D &amp; K: Ch. 5</li> <li>• Entman article - ANGEL</li> </ul>

<b>TENTATIVE COURSE SCHEDULE CONTINUED</b>
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Week	Date	Topic	Due
6	2/22	<u>Politics in the Media: Framing cont'd</u> <ul style="list-style-type: none"> <li>• Glazier &amp; Boydston, “The President”</li> <li>• Stroud, “Polarization and Partisan”</li> </ul>	<ul style="list-style-type: none"> <li>• All readings accessed through ANGEL</li> </ul>
	2/24	<u>Politics in the Media: Agenda Setting</u> <ul style="list-style-type: none"> <li>• Agenda Setting</li> </ul>	<ul style="list-style-type: none"> <li>• D &amp; K: Ch. 6</li> </ul>
	2/26	<u>The Internet Influence</u> <ul style="list-style-type: none"> <li>• Online Political News</li> <li>• Warner &amp; Neville-Shepard, “The Polarizing Influence”</li> </ul>	<ul style="list-style-type: none"> <li>• D &amp; K: Ch. 7</li> <li>• Warner &amp; Neville-Shepard article - ANGEL</li> </ul>
7	2/29	<ul style="list-style-type: none"> <li>• TBD</li> </ul>	
	3/2	<ul style="list-style-type: none"> <li>• <b>Exam 1</b> (content learned from January 20 – February 26)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Exam 1</b></li> </ul>
<b>Unit III: Political Campaign Communication</b>			
	3/4	<u>Political Campaigns: Communication within Campaigns</u> <ul style="list-style-type: none"> <li>• Campaign Planning, Management, Strategies, and Tactics</li> <li>• Trent, Friedenber, &amp; Denton, “Communicative Styles and Strategies”</li> </ul>	<ul style="list-style-type: none"> <li>• D &amp; K: Ch. 8</li> <li>• Trent, Friedenber, &amp; Denton article – File shared via Google Drive</li> </ul>
8	3/7	<u>Political Campaigns: Presidential Campaigns</u> <ul style="list-style-type: none"> <li>• Presidential Campaigns</li> <li>• Harpine, “Playing to the Press”</li> </ul>	<ul style="list-style-type: none"> <li>• D &amp; K: Ch. 9</li> <li>• Harpine article - ANGEL</li> </ul>
	3/9	<u>Political Campaigns: Presidential Campaigns cont'd</u> <ul style="list-style-type: none"> <li>• Nominating Conventions</li> <li>• Vigil, “Feminine View”</li> </ul>	<ul style="list-style-type: none"> <li>• Vigil article - ANGEL</li> </ul>
	3/11	<u>Political Campaigns: Speech Writing</u> <ul style="list-style-type: none"> <li>• Writing for Presidents</li> <li>• Luntz, “The Ten Rules”</li> <li>• Pres. Obama, “A More Perfect Union”</li> </ul>	<ul style="list-style-type: none"> <li>• S: Ch. 7</li> <li>• Luntz article – File shared via Google Drive</li> <li>• Pres. Obama’s speech - ANGEL</li> </ul>
9	3/14	<u>Political Campaigns: Gender in Political Campaigns</u> <ul style="list-style-type: none"> <li>• Jamieson, “The Binds that Tie” (read first)</li> <li>• Anderson, “Rhymes with Blunt”</li> </ul>	<ul style="list-style-type: none"> <li>• Jamieson article – File shared via Google Drive</li> <li>• Anderson article - ANGEL</li> </ul>
	3/16	<u>Political Campaigns: Gender in Political Campaigns cont'd</u> <ul style="list-style-type: none"> <li>• Anderson, “Rhymes with Rich”</li> <li>• Carlin &amp; Winfrey, “Have you Come a Long Way”</li> </ul>	<ul style="list-style-type: none"> <li>• Anderson article – File shared via Google Drive</li> <li>• Carlin &amp; Winfrey article - ANGEL</li> </ul>
	3/18	<u>Political Campaigns: Congress</u> <ul style="list-style-type: none"> <li>• Congressional and Senatorial Campaigns</li> <li>• Running a Senate Campaign</li> </ul>	<ul style="list-style-type: none"> <li>• D &amp; K: Ch. 10</li> <li>• S: Ch. 9</li> <li>• Mid-semester grades available: 3/17</li> </ul>
10	3/21-3/25	<ul style="list-style-type: none"> <li>• No Class: Spring Break</li> </ul>	<ul style="list-style-type: none"> <li>• No Class</li> </ul>
11	3/28	<ul style="list-style-type: none"> <li>• No Class: Spring Break</li> </ul>	<ul style="list-style-type: none"> <li>• No Class</li> </ul>
	3/30	<u>Political Campaigns: State Campaigns</u> <ul style="list-style-type: none"> <li>• Local and State Campaigns</li> </ul>	<ul style="list-style-type: none"> <li>• D &amp; K: Ch. 11</li> </ul>
<b>Unit IV: Political Communication in Elected Office</b>			
	4/1	<u>The President’s Staff</u> <ul style="list-style-type: none"> <li>• Working at the White House</li> </ul>	<ul style="list-style-type: none"> <li>• S: Ch. 5 &amp; 6</li> </ul>



**TENTATIVE COURSE SCHEDULE CONTINUED**

Week	Date	Topic	Due
12	4/4	<ul style="list-style-type: none"> <li>Guest Speakers: Ms. Minda Rae Amiran and Ms. Marcia Merrins from the League of Women Voters</li> </ul>	<ul style="list-style-type: none"> <li>3-4 questions to ask the guest speaker</li> </ul>
	4/6	<u>The Rhetorical Presidency</u> <ul style="list-style-type: none"> <li>The Presidency</li> </ul>	<ul style="list-style-type: none"> <li>D &amp; K: Ch. 12</li> </ul>
	4/8	<u>The Rhetorical Presidency cont'd</u> <ul style="list-style-type: none"> <li>Campbell &amp; Jamieson, "The Rhetorical Presidency"</li> </ul>	<ul style="list-style-type: none"> <li>Reading accessed through ANGEL</li> </ul>
13	4/11	<u>Presidential Public Relations Campaigns</u> <ul style="list-style-type: none"> <li>Kernell, "Going Public" (read first)</li> <li>Corrigan, "The Transformation of Going Public"</li> </ul>	<ul style="list-style-type: none"> <li>All readings accessed through ANGEL</li> <li><b>Last day to withdraw: 4/12</b></li> </ul>
	4/13	<ul style="list-style-type: none"> <li>Political Speech Assignment Workday</li> </ul>	<ul style="list-style-type: none"> <li>Political speech assignment materials</li> </ul>
	4/15	<u>The First Lady</u> <ul style="list-style-type: none"> <li>CQ Researcher, "First Ladies"</li> <li>Parry-Giles, "The Rise of the Rhetorical First Lady"</li> </ul>	<ul style="list-style-type: none"> <li>CQ Researcher article - ANGEL</li> <li>Parry-Giles article – File shared via Google Drive</li> </ul>
14	4/18	<u>The First Lady cont'd</u> <ul style="list-style-type: none"> <li>Eksterowicz &amp; Paynter, "The Evolution"</li> <li>Erickson &amp; Thompson, "The First Lady International Diplomacy"</li> </ul>	<ul style="list-style-type: none"> <li>All readings accessed through ANGEL</li> </ul>
	4/20	<ul style="list-style-type: none"> <li><b>Political Speakers: 1-8</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Political Speakers 1-8</b></li> </ul>
	4/22	<ul style="list-style-type: none"> <li><b>Political Speakers: 9-16</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Political Speakers 9-16</b></li> </ul>
15	4/25	<ul style="list-style-type: none"> <li><b>Political Speakers: 17-23</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Political Speakers 17-23</b></li> </ul>
	4/27	<ul style="list-style-type: none"> <li><b>Political Speakers: 24-27</b></li> </ul> <u>Congressional Rhetoric</u> <ul style="list-style-type: none"> <li>Congress</li> <li>Oleszek, "House-Senate Relationships"</li> </ul>	<ul style="list-style-type: none"> <li><b>Political Speakers 24-27</b></li> <li>D &amp; K: Ch. 13</li> <li>Oleszek article - ANGEL</li> </ul>
	4/29	<u>Congressional Rhetoric cont'd</u> <ul style="list-style-type: none"> <li>Working for the U.S. Senate &amp; Senate Campaign Committee</li> <li>Uslaner, "Comity &amp; Context"</li> </ul>	<ul style="list-style-type: none"> <li>S: Ch. 8 &amp; 10</li> <li>Uslander article - ANGEL</li> </ul>
16	5/2	<ul style="list-style-type: none"> <li>Politics in Higher Education</li> <li>Lukianoff &amp; Haidt, "The Coddling of the American Mind"</li> </ul>	<ul style="list-style-type: none"> <li>S: Ch. 16</li> <li>Lukianoff &amp; Haidt article - ANGEL</li> </ul>
	5/4	<ul style="list-style-type: none"> <li>Discussion topic chosen by students</li> </ul>	
	5/6	<ul style="list-style-type: none"> <li>Exam 2 Review Day</li> </ul>	
<b>Finals Week</b>	5/10 from 4-6 pm	<ul style="list-style-type: none"> <li><b>Exam 2</b> (content learned from March 4 – May 4)</li> </ul>	<ul style="list-style-type: none"> <li><b>Exam 2</b></li> </ul>

**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 ANGEL.
- ✚ Final grades will be available to students on May 19, 2016 after 3:00 p.m.

# COMM313-Speech Writing Assignment Guidelines

## Description

This assignment asks you to create a speech that enables your candidate to have a strong “rhetorical record.” This means that you should write a speech that helps the candidate have a sense of style, demonstrate knowledge of the subject, and shows an understanding of the audience. Students will use content discussed in class while assuming three roles:

- (1) Political Speech Writer: Write a well-organized and thoroughly researched 4-5 minute 3-point speech that is adapted to a particular audience. The speech will include research, stylistic devices, and delivery cues.
- (2) Speech Coach: Identify a student in the class that you would like to act as “the presidential candidate” and deliver the speech you created. You will direct that person on how to deliver the speech you wrote.
- (3) Presidential candidate: Deliver a 4-5 minute speech that your speechwriter created.

## Worth

300 total points

- Role (1) the speech writer/the speech = 200 points
- Role (2) the candidate/delivering a speech = 75 points
- Role (3) speech coach/peer evaluation = 25 points

## Due

- Speechwriter/coach: Speech text with delivery cues due to partner on April 15
- Candidate/speaker: Speeches delivered April 20, 22, 25
- Note: A finalized copy of the speech text with and without delivery cues, reference page documenting sources, and peer evaluation form are due in hard copy the day you and your partner present your respective speeches.

## Role I: The Speechwriter

Worth: 200 points

- Only the writer of the speech receives this grade
- Grade assigned by professor

## Guidelines

- (1) The campaign speech should be a mix of a deliberative agenda, a forensic condemnation of the sins of the opposition, and a ceremonial celebration of certain American values (Smith, 2015, pp. 106-108).
  - Deliberative: Endorse legislative proposals for the future.
  - Ceremonial: Reinforce certain values while praising or blaming others. Its aim is to honor or dishonor, and it can be a speech of display in terms of the speaker’s talents, virtues, and/or it can endorse and exemplify virtues the speaker wants the audience to embrace.
  - Forensic: Past act and is directed at an audience that acts as a judge.
- (2) The campaign speech should demonstrate an incumbency or challenger style (Denton & Kuypers, 2008, pp. 83-103).
- (3) Write a speech that is structured using the explanation Smith (2015) provides on pages 106-108.
  - The introduction should (1) gain the attention of the audience at the outset, perhaps with a quotation, story, joke, or a local reference, (2) acknowledge the importance of the issue for the audience, (3) set out a theme for the speech, which frames the persuasions that is to follow.
  - The body should (1) be organized by selecting an organizational format that suits the topic and the audience, (2) have an internal summary and transition point between major ideas, and (3) each main point should be supported with a sufficient amount of scholarly evidence.
  - The conclusion should (1) briefly summarize what has been covered in terms of the main points, (2) draw out a major conclusion, and (3) end with an emotional tone that moves audience.

- (4) Write a speech that follows Luntz’s “Rules of Successful Communication” (Luntz, 2007, pp. 4-28)
  - The 10 rules: simplicity, brevity, credibility, consistency, novelty, sound and texture, speak aspirationally, visualize, ask a question, and provide context and explain relevance.
- (5) Campaign communication influences, reinforces, motivates, increases enthusiasm, and converts voters.
  - Therefore, your speech should: encourage behavioral activation, create name identification, construct a candidate image, and develop an issue (Denton & Kuypers, 2008, pp. 21-36).
- (6) The campaign speech must be adapted to the audience.
  - In addition to using identification and common ground, the writer may want to use past voter statistics to analyze audiences (Denton & Kuypers, 2008, p. 178).
  - The speech must demonstrate that the candidate knows the nature of the constituency.
- (7) The speech must include 5+ delivery cues the speaker should follow, such as concrete words, abstract words, simile, metaphor, rhyme, parallelism, repetition, alliteration, antithesis, analogy, etc.
- (8) Offer suggestions for delivery in general (cadence, volume, pitch, gestures, etc.)
  - Note: For more on speechwriting see Denton & Kuypers, 2008, pp. 194-195 & pp. 200-202

#### Questions to ask yourself as you write the speech (Smith, 2015, pp. 108-109)

- Who is in the **audience**?
- How can I make the speaker appear **credible**?
  - Consider speaker’s prior reputation and past deeds. Since the speaker should demonstrate she or he knows what she or he is discussing, the writer should help the speaker appear that she or he has the audience’s best interests at heart (goodwill).
- What interests the particular **audience**?
  - How can the speaker do to convey virtues the audience embraces?
  - Writer should find ways to help the speaker become one with the audience by identifying shared goals, experiences, values, and material desires.
  - Write should craft a speech that helps the speaker project a persona with which audience members can identify. (Note: Audience members have different identification needs)
- What is the **quality of the sources** of the evidence and are they compatible with this audience?
- What is the **quality of the evidence** and is there enough of it to make the point with this particular audience?
  - Statistics, testimony, examples, narratives
  - How can the evidence be used to move the audience emotionally?

#### Requirements

- Speech Length: The speech should last 4-5 minutes (roughly 2.5 pages of double spaced text)
- Research: Research presented in the speech must come from 5+ sources. The evidence should come from peer-reviewed journal articles, books written by scholars or professionals who are experts in their fields, substantive news articles that are reliable sources of information on events and issues of public concern and/or non-bias websites. Synthesize research and introduce/contextualize direct quotes.
- Citations: You must give citations for material taken from sources. Therefore, the speech should include oral citations for 5+ sources (author, title, year). Please staple a reference page at the end of your speech.
- Adapted to the particular audience
- Delivery: 5+ delivery cues and suggestions for delivery in general.
- Written in APA style: Justified left, 1” margins, double spaced, page numbers in top right corner, and typed in 12-point Times New Roman font.

#### DUE:

- (1) A printed copy of the speech along with delivery cues must be given to the speaker/candidate in class on Friday, April 15, 2016 at 2 p.m.
- (2) Finalized copies of the speech text with delivery cues and a reference page documenting sources are due in hard copy the day you and your partner present your respective speeches.

## ROLE II: The Candidate

Worth: 75 points

- Only the candidate/speaker receives this grade
- Grade assigned by professor

### Guidelines

- To the best of your ability, you must deliver the speech that your partner created, word for word, and follow his or her delivery cues and delivery suggestions.
- You should bring in your own speaking style by incorporating 3+ verbal immediacy and 3+ nonverbal immediacy cues.
- You will dress and act the part of a political candidate speaking to a particular audience.

### Requirements

- You may deliver the speech using a manuscript, including delivery cues, so long as the speech script is professional looking. That means that text should only appear on one side of the paper and the paper should be free of creases, staples, and other distractions.
- You must deliver an extemporaneous presentation; therefore, you should deliver the speech in a conversational manner.
- You should incorporate at least 3 nonverbal immediacy cues such as gestures, vocal variety, (non-monotone), look at class/make eye contact, smile, relaxed body posture, move around the classroom, look very little at notes, remove barriers between self and audience (no podium), and use touch when appropriate.
- You should incorporate at least 3 verbal immediacy cues including calling on audience members by name and using terms like “we” and “us.” Speaker should demonstrate openness and empathy. Refer to the audience’s good qualities and express yourself as having a positive view of the audience.
- You must wear attire that a presidential candidate would wear. Your decision of what to wear will be based on the audience and the location of the speech. If you’re unsure, it’s best that you error on the side of caution and wear business casual clothes (no shirts with plunging necklines, skin-baring tops, tight clothing, stilettos/sneakers, denim, hats, athletic apparel, shorts, spaghetti straps, etc.).
- You may use a podium but remember to move from beyond the barrier a few times during the speech
- Speech Length: The speech should last 4-5 minutes.
- DUE: The day you are scheduled to present.

## ROLE III: Speech Coach

Worth: 25 points

- Only the writer of the speech receives this grade
- Grade assigned by partner

### Guidelines

- You will write a well researched and clearly structured speech for a candidate.
- The candidate’s speech must identify (1) 5+ delivery cues he or she should follow. These cues include: concrete words, abstract words, simile, metaphor, rhyme, parallelism, repetition, alliteration, antithesis, analogy, etc. and (2) suggestions for delivery in general (cadence, volume, pitch, gestures, etc.)
- To assess your partner’s abilities as a speech coach, you will complete a peer evaluation sheet to indicate the relative participation and contribution of your partner.
- Your partner will evaluate your performance and assign you a score out of 25 points. Comments made on the evaluation sheet and specific scores will not be shared with your partner.
- DUE: Your peer evaluation form is due in hard copy the day you and your partner present your respective speeches.

## Additional Information for the Speechwriter & Speaker

### **Speechwriter and speaker should**

- exhibit characteristics of a “good” speech: strong credibility (character, expertise, and goodwill), spontaneity in delivery, ideas are grouped together and structured, adapted to the audience, authentic (start a speech by being genuine), and use ideographs (links to ideology that bring audience together).
- avoid characteristics that Smith describes as “terrible”: a speech that has no sense of style (missed opportunities for parallel structure, alliteration, balances, etc.), is disjointed and cryptic (does not tell the audience where the speech is going and ideas are not groups together and clearly structured), and delivery lacks energy and fluidity.  
(Smith, 2015, pp. 132-134)

NAME: \_\_\_\_\_

### COMM313 – “The Speechwriter” Grading Rubric

	<b>“A”— Artistic Mastery!</b>	<b>“B”— Better’n Most!</b>	<b>“C”— Competent</b>	<b>“D”— Deficient</b>	<b>“F”— Failing</b>
<b>Content: Introduction</b>  _____/15 pts.	(15 – 14 pts.) Does a <b>superior</b> job of: - creating an <u>attention-getter</u> that makes the audience want to listen to speech. - articulating a clear <u>thesis</u> that advocates a well-defined position/action the audience should accept. - setting out a <u>preview</u> for the speech which frames the persuasion that is to follow.	(13 – 12 pts.) Does a <b>satisfactory</b> job of: - creating an <u>attention-getter</u> that makes the audience want to listen to speech. - articulating a <u>thesis</u> that advocates a well-defined position/action the audience should accept. - advancing a <u>preview</u> for the speech which frames the persuasion that is to follow.	(11 pts.) Does a <b>mediocre</b> job of: - creating an <u>attention-getter</u> that makes the audience want to listen to speech. - articulating a <u>thesis</u> that advocates a well-defined position/action the audience should accept. - advancing a <u>preview</u> for the speech which frames the persuasion that is to follow.	(10 pts.) Does a <b>negligible</b> job of: - creating an <u>attention-getter</u> that makes the audience want to listen to speech. - articulating a <u>thesis</u> that advocates a well-defined position/action the audience should accept. - advancing a <u>preview</u> for the speech which frames the persuasion that is to follow.	(0 pts.) - Introduction is unsatisfactory.
<b>Content: Body</b>  _____/30 pts.	(30 – 27 pts.) Does a <b>superior</b> job of: - arranging content logically so the speech maintains flow of thought. - incorporating three main points. - providing internal summary and transition point between major ideas. - supporting main points with a sufficient amount of scholarly evidence.	(26 – 24 pts.) Does a <b>satisfactory</b> job of: - arranging content logically so the speech maintains flow of thought. - incorporating three main points. - providing internal summary and transition point between major ideas. - supporting main points with a sufficient amount of scholarly evidence.	(23 – 21 pts.) Does a <b>mediocre</b> job of: - arranging content logically so the speech maintains flow of thought. - incorporating three main points. - providing internal summary and transition point between major ideas. - supporting main points with a sufficient amount of scholarly evidence.	(20 – 18 pts.) Does a <b>negligible</b> job of: - arranging content logically so the speech maintains flow of thought. - incorporating three main points. - providing internal summary and transition point between major ideas. - supporting main points with a sufficient amount of scholarly evidence.	(0 pts.) - Body’s structure is unclear and therefore inadequate.
<b>Content: Supporting Evidence</b> (e.g., facts, causal links, testimony, examples)  _____/40 pts.	(40 – 36 pts.) - Supporting evidence unquestionably urges audience to accept thesis. - Information is consistent. - Provides comprehensive insight, understanding, and reflective thought. - Meets oral citation requirement.	(35 – 32 pts.) - Solid use of supporting evidence that should cause audience to accept thesis - Above average use of evidence to provide comprehensive insight and reflective thought. - May lack some connections. - Meets oral citation requirement.	(31 – 28 pts.) - Mediocre use of supporting evidence to support thesis. - Lacks connections between thesis and evidence. - Fails to sufficiently support the thesis. - May not meet oral citation requirement.	(27 – 24 pts.) - Poor use of evidence suggesting minimal understanding and effort. - Lacks insight and reflective thought. - Does not incorporate a thorough exploration of the thesis. - Does not meet oral citation requirement.	(0 pts.) - Supporting evidence is negligible.

	<b>“A”— Artistic Mastery!</b>	<b>“B”— Better’n Most!</b>	<b>“C”— Competent</b>	<b>“D”— Deficient</b>	<b>“F”— Failing</b>
<b>Content: Source Quality</b>  _____/40 pts.	(40 – 36 pts.) - ≤ 5 sources cited. - Includes a variety of sources. - Exceptional use of accurate information and a concise summary of relevant concepts. - <u>All research</u> comes 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.	(35 – 32 pts.) - ≤ 5 sources cited. - Includes a variety of sources. - <u>Majority of research</u> comes 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.	(31 – 28 pts.) - Falls a few sources short of the requirement. - Does not include a variety of sources. - <u>Satisfactory amount of research</u> comes 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.	(27 – 24 pts.) - Fails to cite sources. - Over-reliance on a few sources. - <u>Minimal amount of research</u> comes 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.	(0 pts.) - Research is insufficient.
<b>Content: Conclusion</b>  _____/15 pts.	(15 – 14 pts.) Does a <b>superior</b> job of: - summarizing what was covered in terms of main points. - drawing out a major conclusion (thesis). - ending with an emotional tone that moves audience.	(13 – 12 pts.) Does a <b>satisfactory</b> job of: - summarizing what was covered in terms of main points. - drawing out a major conclusion (thesis). - ending with an emotional tone that moves audience.	(11 pts.) Does a <b>mediocre</b> job of: - summarizing what was covered in terms of main points. - drawing out a major conclusion (thesis). - ending with an emotional tone that moves audience.	(10 pts.) Does a <b>negligible</b> job of: - summarizing what was covered in terms of main points. - drawing out a major conclusion (thesis). - ending with an emotional tone that moves audience.	(0 pts.) - Does not meet expectations.
<b>Audience adaptation</b>  _____/30 pts.	(30 – 27 pts.) - Uses an abundant amount of common ground (that the audience visibly knows and accepts) to support thesis. - Speech demonstrates that the speechwriter knows the nature of the constituency.	(26 – 25 pts.) - Uses a reasonable amount of common ground that the audience may know and accept. - Speech demonstrates that the candidate knows the nature of the constituency	(23 – 21 pts.) - Attempts to use common ground but the audience may not know or accept the connection. - Speech may not demonstrate that the speechwriter knows the nature of the constituency.	(20 – 18 pts.) - Tries to use audience adaptation but it’s insufficient. - Speech does not demonstrate that the speechwriter knows the nature of the constituency.	(0 pts.) - Audience adaptation is missing.

	<b>“A”— Artistic Mastery!</b>	<b>“B”— Better’n Most!</b>	<b>“C”— Competent</b>	<b>“D”— Deficient</b>	<b>“F”— Failing</b>
<b>Content: Follows Luntz’s “Rules of Successful Communication”</b>  _____/10 pts.	(10 pts.) - Does a <b>superior</b> job of following the 10 rules: simplicity, brevity, credibility, consistency, novelty, sound and texture, speak aspirationally, visualize, ask a question, and provide context and explain relevance	(8 pts.) - Does a <b>satisfactory</b> job of following the 10 rules: simplicity, brevity, credibility, consistency, novelty, sound and texture, speak aspirationally, visualize, ask a question, and provide context and explain relevance.	(7 pts.) - Does a <b>mediocre</b> job of following the 10 rules: simplicity, brevity, credibility, consistency, novelty, sound and texture, speak aspirationally, visualize, ask a question, and provide context and explain relevance.	(6 pts.) - Does a <b>negligible</b> job of following the 10 rules: simplicity, brevity, credibility, consistency, novelty, sound and texture, speak aspirationally, visualize, ask a question, and provide context and explain relevance.	(0 pts.) - Does not follow Luntz’s “Rules.”
<b>Delivery Suggestions Broadly</b> (e.g., cadence, volume, pitch, gestures, etc.)  _____/10 pts.	(10 pts.) - Does a <b>superior</b> job of identifying delivery suggestions the speaker should follow.	(8 pts.) - Does a <b>satisfactory</b> job of identifying delivery cues the speaker should follow.	(7 pts.) - Does a <b>mediocre</b> job of identifying 5 delivery cues the speaker should follow.	(6 pts.) - Does a <b>negligible</b> job of identifying 5 delivery cues the speaker should follow.	(0 pts.) - Does not identify delivery suggestions.
<b>Delivery Cues Specifically</b> (e.g., concrete words, abstract words, simile, metaphor, rhyme, parallelism, repetition, alliteration, antithesis, analogy, etc.)  _____/10 pts.	(10 pts.) - Does a <b>superior</b> job of identifying ≤ 5 delivery cues the speaker should follow.	(8 pts.) - Does a <b>satisfactory</b> job of identifying ≤ 5 delivery cues the speaker should follow.	(7 pts.) - Does a <b>mediocre</b> job of identifying ≤ 5 delivery cues the speaker should follow.	(6 pts.) - Does a <b>negligible</b> job of identifying ≤ 5 delivery cues the speaker should follow.	(0 pts.) - Does not identify delivery cues.

**Deductions:** Minus 6 points for each requirement that is not followed

\_\_\_\_\_Presentation Length: 4:00-5:00 minutes (you time was \_\_\_\_\_:\_\_\_\_\_)

\_\_\_\_\_Source Requirements: 5+ sources that come from credible/scholarly sources

\_\_\_\_\_Reference page in APA format

\_\_\_\_\_Written in APA style: Justified left, 1” margins, double spaced, page numbers in top right corner, and typed in 12-point Times New Roman font.

\_\_\_\_\_A printed copy of the speech along with delivery cues must be given to the speaker/candidate in class on Friday, April 15, 2016 at 2 p.m.

\_\_\_\_\_Finalized copies of the speech text with and without delivery cues due in hard copy the day you and your partner present your respective speeches.

\_\_\_\_\_Did not arrive to class on time and was not fully prepared the day of presentation

**Deductions:** \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = **minus** \_\_\_\_\_

**Original score:** \_\_\_\_\_ - **deductions** \_\_\_\_\_ = **Final grade as speechwriter:** \_\_\_\_\_ /200 points

**FINAL GRADE ON SPEECHWRITING PROJECT:** \_\_\_\_\_ /300

<b>Grade Scale</b>	
A	94-100%
A-	90-93%
B+	87-89%
B	84-86%
B-	80-83%
C+	77-79%
C	74-76%
C-	70-73%
D+	67-69%
D	64-66%
D-	60-63%
F	59-below



NAME: \_\_\_\_\_

TIME: \_\_\_\_\_

**COMM313 – “The Candidate” Grading Rubric**

	<b><u>“A”- Artistic Mastery!</u></b>	<b><u>“B” – Better’n Most!</u></b>	<b><u>“C” – Competent</u></b>	<b><u>“D”- Deficient</u></b>	<b><u>“F”- Failing</u></b>
<b>Nonverbal Immediacy Cues</b>  _____/15 pts.	(15 – 14 pts.) - Exceptional use of $\leq 3$ NV immediacy cues such as smiling, eye contact, maintaining a relaxed posture, moving around room. - Frequently moves away from podium.	(13 – 12 pts.) - Above average use $\leq 3$ NV immediacy cues such as smiling, eye contact, maintaining a relaxed posture, moving around room. - Spends some time behind podium.	(11 pts.) - Mediocre use $\leq 3$ NV immediacy cues such as smiling, eye contact, maintaining a relaxed posture, moving around room. - Rarely moves away from podium.	(10 – 9 pts.) - Fails to incorporate $\leq 3$ NV immediacy cues such as smiling, eye contact, maintaining a relaxed posture, moving around room. - Does not move away from podium.	(0 pts.) - Inadequately incorporates NV immediacy cues.
<b>Verbal Immediacy Cues</b>  _____/15 pts.	(15 – 14 pts.) - Flawlessly incorporates $\leq 3$ V immediacy cues. - Incorporates vocal behaviors such as volume, pitch, and expressiveness.	(13 – 12 pts.) - Consistently incorporates $\leq 3$ V immediacy cues. - Integrates some vocal behaviors such as volume, pitch, and expressiveness.	(11 pts.) - Average use of $\leq 3$ V immediacy cues. - Moderately adds some vocal behaviors such as volume, pitch, and expressiveness.	(10 – 9 pts.) - Does not incorporate $\leq 3$ V immediacy cues. - Should add more vocal behaviors.	(0 pts.) - V immediacy cues are inappropriate or insufficient.
<b>Follows speechwriter’s directions</b>  _____/11 pts.	(11 – 10 pts.) - Accurately follows speechwriter’s directions. - Delivers speech that speechwriter created word for word. - Properly follows partner’s delivery cues and delivery suggestions.	(9 pts.) - Often follows speechwriter’s directions. - For the most part, delivers speech that partner created. - Often follows partner’s delivery cues and delivery suggestions.	(8 pts.) - Occasionally follows speechwriter’s directions. - For the most part, delivers speech that partner created. - Rarely follows speech coach’s delivery cues and delivery suggestions.	(7 pts.) - Vaguely follows speechwriter’s directions. - Minimally delivers speech that partner created. - Does not follow speech coach’s delivery cues and delivery suggestions.	(0 pts.) - Does a poor job of following speechwriter’s directions.

	<b><u>“A”- Artistic Mastery!</u></b>	<b><u>“B” – Better’n Most!</u></b>	<b><u>“C” – Competent</u></b>	<b><u>“D”- Deficient</u></b>	<b><u>“F”- Failing</u></b>
<b>Attire</b>  _____/10 pts.	(10 pts.) - Chosen attire is extremely professional. - Candidate is groomed appropriately. - Clothes are appropriate for the audience and occasion.	(8 pts.) - Most of the chosen attire is professional. - Candidate is groomed appropriately. - Some changes to attire are necessary.	(7 pts.) - Chosen attire may be unprofessional. - Candidate is groomed appropriately. - Changes to attire are necessary.	(6 pts.) - Chosen attire is unprofessional. - Candidate is not groomed appropriately.	(0 pts.) - Unsatisfactorily meets attire expectations.
<b>Oral Presentation: Oral Communication</b>  _____/12 pts.	(12 pts.) - Attentive, speaks clearly, and uses appropriate sentence structure and grammar. - Zero verbal fillers and volume and tone are professional. - Demeanor is mature, sincere, and serious.	(10 pts.) - Speaks clearly and has minimal mistakes in sentence structure and grammar. - Has a few verbal fillers and volume and tone are professional. - Demeanor is mature, sincere, and serious.	(9 pts.) - Speaks unclearly– lapses in sentence structure and grammar. - Volume is uneven and tone is awkward. - Speaker uses numerous verbal fillers. - Demeanor lacks professionalism.	(8 pts.) - Presentation shows disinterest. - Difficult to understand message (ex. mumbling). - Volume and tone are inappropriate (ex. speaks too loudly, too softly). - Demeanor is unprofessional.	(0 pts.) - Oral communication is seriously flawed.
<b>Oral Presentation: Delivery/ Body Language</b>  _____/12 pts.	(12 pts.) - No fidgeting. - Constant use of eye contact - Stands straight. - Clearly practiced speech and did not forget part of presentation. - Speaks conversationally.	(10 pts.) - Minimal fidgeting (ex. sometimes shifting, playing with hair or watch). - Occasional loss of eye contact. - Brief slouching but quickly corrects self. - Clearly rehearsed speech and did not forget part of presentation. - Mostly speaks conversationally.	(9 pts.) - Fidgets (ex. movement of hands and feet frequently). - Eye contact made intermittently. - Occasional slouching. - Presentation is disorganized, scripted, and the candidate may have forgotten part of presentation.	(8 pts.) - Fidgets (ex. movement of hands and feet frequently). - Lacks eye contact. - Slouching. - Presentation is severely disorganized, unscripted, and the speaker forgot part of presentation.	(0 pts.) - Delivery is improper and unclear.

**Points earned:** \_\_\_\_\_/75 points

Speech Coach's Name: \_\_\_\_\_

## COMM313: Speech Coach Peer Evaluation Form

Due on the day of you present your speech. You will earn a zero if you do not turn your evaluation form or fail to follow the directions.

**Directions:** Please give honest feedback and assess how your partner contributed to the project. Comments made on the evaluation sheet and specific scores will not be shared with your partner.

### Quantitative Feedback

Directions: On the following scale of 1-5, please rate your level of agreement with the following statements by circling the answer.

1. My speech coach wrote a well-researched speech and included oral citations.  
5                      4                      3                      2                      1  
COMPLETELY agree   Somewhat agree   Neutral   Somewhat disagree   DISAGREE

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2. My speech coach wrote a clearly structured speech that was written in my voice.  
5                      4                      3                      2                      1  
COMPLETELY agree   Somewhat agree   Neutral   Somewhat disagree   DISAGREE

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3. My speech coach identified 5+ delivery cues that I should follow.  
5                      4                      3                      2                      1  
COMPLETELY agree   Somewhat agree   Neutral   Somewhat disagree   DISAGREE

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4. My speech coach identified a few suggestions for delivery that I should follow.  
5                      4                      3                      2                      1  
COMPLETELY agree   Somewhat agree   Neutral   Somewhat disagree   DISAGREE

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5. My speech coach prepared a quality speech that included scholarly research and audience adaptation.  
5                      4                      3                      2                      1  
COMPLETELY agree   Somewhat agree   Neutral   Somewhat disagree   DISAGREE

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6. My speech coach demonstrated a cooperative and supportive attitude.  
5                      4                      3                      2                      1  
COMPLETELY agree   Somewhat agree   Neutral   Somewhat disagree   DISAGREE

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7. My speech coach showed signs of commitment and preparation to this project.  
5                      4                      3                      2                      1  
COMPLETELY agree   Somewhat agree   Neutral   Somewhat disagree   DISAGREE

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8. I am 100% satisfied with the experience I had with my speech coach.  
5                      4                      3                      2                      1  
COMPLETELY agree   Somewhat agree   Neutral   Somewhat disagree   DISAGREE

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## Qualitative Feedback

Directions: Explain your rationale for each answer.

1. Clarify what you **liked best** about working with your speech coach.
2. Disclose what you **liked least** about working with your speech coach.
3. Explain the amount of time your speech coach devoted to helping you prepare and his or her level of commitment to this project.
4. Describe the overall experience you had with your speech coach and identify any issues that you experienced.

### FINAL GRADE FOR SPEECH COACH

<u>GRADE</u>	<u>POINTS</u>	<u>DESCRIPTION</u>
<b>A</b>	25/25	<i>Artistic Mastery!</i> (excellent, perfect, extraordinary effort, little room for improvement)
<b>B</b>	21/25	<i>Better 'n Most!</i> (well done, above average, decent effort, some flaws)
<b>C</b>	19/25	<i>Competent Comprehension.</i> (average, minimal effort, could do more)
<b>D</b>	16/25	<i>Deficient.</i> (below average, negligible effort, much room for improvement)
<b>F</b>	12.5/25	<i>Failure.</i> (poor, no effort, not done)

Keeping in mind the feedback and grading scale listed above, identify the grade that you believe your speech coach should earn:

\_\_\_\_\_ /25

# COMM313-Speech Writing Assignment Guidelines

## Description

This assignment asks you to create a speech that enables your candidate to have a strong “rhetorical record.” This means that you should write a speech that helps the candidate have a sense of style, demonstrate knowledge of the subject, and shows an understanding of the audience. Students will use content discussed in class while assuming three roles:

- (1) Political Speech Writer: Write a well-organized and thoroughly researched 4-5 minute 3-point speech that is adapted to a particular audience. The speech will include research, stylistic devices, and delivery cues.
- (2) Speech Coach: Identify a student in the class that you would like to act as “the presidential candidate” and deliver the speech you created. You will direct that person on how to deliver the speech you wrote.
- (3) Presidential candidate: Deliver a 4-5 minute speech that your speechwriter created.

## Worth

300 total points

- Role (1) the speech writer/the speech = 200 points
- Role (2) the candidate/delivering a speech = 75 points
- Role (3) speech coach/peer evaluation = 25 points

## Due

- Speechwriter/coach: Speech text with delivery cues due to partner on April 15
- Candidate/speaker: Speeches delivered April 20, 22, 25
- Note: A finalized copy of the speech text with and without delivery cues, reference page documenting sources, and peer evaluation form are due in hard copy the day you and your partner present your respective speeches.

## Role I: The Speechwriter

Worth: 200 points

- Only the writer of the speech receives this grade
- Grade assigned by professor

## Guidelines

- (1) The campaign speech should be a mix of a deliberative agenda, a forensic condemnation of the sins of the opposition, and a ceremonial celebration of certain American values (Smith, 2015, pp. 106-108).
  - Deliberative: Endorse legislative proposals for the future.
  - Ceremonial: Reinforce certain values while praising or blaming others. Its aim is to honor or dishonor, and it can be a speech of display in terms of the speaker’s talents, virtues, and/or it can endorse and exemplify virtues the speaker wants the audience to embrace.
  - Forensic: Past act and is directed at an audience that acts as a judge.
- (2) The campaign speech should demonstrate an incumbency or challenger style (Denton & Kuypers, 2008, pp. 83-103).
- (3) Write a speech that is structured using the explanation Smith (2015) provides on pages 106-108.
  - The introduction should (1) gain the attention of the audience at the outset, perhaps with a quotation, story, joke, or a local reference, (2) acknowledge the importance of the issue for the audience, (3) set out a theme for the speech, which frames the persuasions that is to follow.
  - The body should (1) be organized by selecting an organizational format that suits the topic and the audience, (2) have an internal summary and transition point between major ideas, and (3) each main point should be supported with a sufficient amount of scholarly evidence.
  - The conclusion should (1) briefly summarize what has been covered in terms of the main points, (2) draw out a major conclusion, and (3) end with an emotional tone that moves audience.

- (4) Write a speech that follows Luntz’s “Rules of Successful Communication” (Luntz, 2007, pp. 4-28)
  - The 10 rules: simplicity, brevity, credibility, consistency, novelty, sound and texture, speak aspirationally, visualize, ask a question, and provide context and explain relevance.
- (5) Campaign communication influences, reinforces, motivates, increases enthusiasm, and converts voters.
  - Therefore, your speech should: encourage behavioral activation, create name identification, construct a candidate image, and develop an issue (Denton & Kuypers, 2008, pp. 21-36).
- (6) The campaign speech must be adapted to the audience.
  - In addition to using identification and common ground, the writer may want to use past voter statistics to analyze audiences (Denton & Kuypers, 2008, p. 178).
  - The speech must demonstrate that the candidate knows the nature of the constituency.
- (7) The speech must include 5+ delivery cues the speaker should follow, such as concrete words, abstract words, simile, metaphor, rhyme, parallelism, repetition, alliteration, antithesis, analogy, etc.
- (8) Offer suggestions for delivery in general (cadence, volume, pitch, gestures, etc.)
  - Note: For more on speechwriting see Denton & Kuypers, 2008, pp. 194-195 & pp. 200-202

#### Questions to ask yourself as you write the speech (Smith, 2015, pp. 108-109)

- Who is in the **audience**?
- How can I make the speaker appear **credible**?
  - Consider speaker’s prior reputation and past deeds. Since the speaker should demonstrate she or he knows what she or he is discussing, the writer should help the speaker appear that she or he has the audience’s best interests at heart (goodwill).
- What interests the particular **audience**?
  - How can the speaker do to convey virtues the audience embraces?
  - Writer should find ways to help the speaker become one with the audience by identifying shared goals, experiences, values, and material desires.
  - Write should craft a speech that helps the speaker project a persona with which audience members can identify. (Note: Audience members have different identification needs)
- What is the **quality of the sources** of the evidence and are they compatible with this audience?
- What is the **quality of the evidence** and is there enough of it to make the point with this particular audience?
  - Statistics, testimony, examples, narratives
  - How can the evidence be used to move the audience emotionally?

#### Requirements

- Speech Length: The speech should last 4-5 minutes (roughly 2.5 pages of double spaced text)
- Research: Research presented in the speech must come from 5+ sources. The evidence should come from peer-reviewed journal articles, books written by scholars or professionals who are experts in their fields, substantive news articles that are reliable sources of information on events and issues of public concern and/or non-bias websites. Synthesize research and introduce/contextualize direct quotes.
- Citations: You must give citations for material taken from sources. Therefore, the speech should include oral citations for 5+ sources (author, title, year). Please staple a reference page at the end of your speech.
- Adapted to the particular audience
- Delivery: 5+ delivery cues and suggestions for delivery in general.
- Written in APA style: Justified left, 1” margins, double spaced, page numbers in top right corner, and typed in 12-point Times New Roman font.

#### DUE:

- (1) A printed copy of the speech along with delivery cues must be given to the speaker/candidate in class on Friday, April 15, 2016 at 2 p.m.
- (2) Finalized copies of the speech text with delivery cues and a reference page documenting sources are due in hard copy the day you and your partner present your respective speeches.

## ROLE II: The Candidate

Worth: 75 points

- Only the candidate/speaker receives this grade
- Grade assigned by professor

### Guidelines

- To the best of your ability, you must deliver the speech that your partner created, word for word, and follow his or her delivery cues and delivery suggestions.
- You should bring in your own speaking style by incorporating 3+ verbal immediacy and 3+ nonverbal immediacy cues.
- You will dress and act the part of a political candidate speaking to a particular audience.

### Requirements

- You may deliver the speech using a manuscript, including delivery cues, so long as the speech script is professional looking. That means that text should only appear on one side of the paper and the paper should be free of creases, staples, and other distractions.
- You must deliver an extemporaneous presentation; therefore, you should deliver the speech in a conversational manner.
- You should incorporate at least 3 nonverbal immediacy cues such as gestures, vocal variety, (non-monotone), look at class/make eye contact, smile, relaxed body posture, move around the classroom, look very little at notes, remove barriers between self and audience (no podium), and use touch when appropriate.
- You should incorporate at least 3 verbal immediacy cues including calling on audience members by name and using terms like “we” and “us.” Speaker should demonstrate openness and empathy. Refer to the audience’s good qualities and express yourself as having a positive view of the audience.
- You must wear attire that a presidential candidate would wear. Your decision of what to wear will be based on the audience and the location of the speech. If you’re unsure, it’s best that you error on the side of caution and wear business casual clothes (no shirts with plunging necklines, skin-baring tops, tight clothing, stilettos/sneakers, denim, hats, athletic apparel, shorts, spaghetti straps, etc.).
- You may use a podium but remember to move from beyond the barrier a few times during the speech
- Speech Length: The speech should last 4-5 minutes.
- DUE: The day you are scheduled to present.

## ROLE III: Speech Coach

Worth: 25 points

- Only the writer of the speech receives this grade
- Grade assigned by partner

### Guidelines

- You will write a well researched and clearly structured speech for a candidate.
- The candidate’s speech must identify (1) 5+ delivery cues he or she should follow. These cues include: concrete words, abstract words, simile, metaphor, rhyme, parallelism, repetition, alliteration, antithesis, analogy, etc. and (2) suggestions for delivery in general (cadence, volume, pitch, gestures, etc.)
- To assess your partner’s abilities as a speech coach, you will complete a peer evaluation sheet to indicate the relative participation and contribution of your partner.
- Your partner will evaluate your performance and assign you a score out of 25 points. Comments made on the evaluation sheet and specific scores will not be shared with your partner.
- DUE: Your peer evaluation form is due in hard copy the day you and your partner present your respective speeches.

## Additional Information for the Speechwriter & Speaker

### **Speechwriter and speaker should**

- exhibit characteristics of a “good” speech: strong credibility (character, expertise, and goodwill), spontaneity in delivery, ideas are grouped together and structured, adapted to the audience, authentic (start a speech by being genuine), and use ideographs (links to ideology that bring audience together).
- avoid characteristics that Smith describes as “terrible”: a speech that has no sense of style (missed opportunities for parallel structure, alliteration, balances, etc.), is disjointed and cryptic (does not tell the audience where the speech is going and ideas are not groups together and clearly structured), and delivery lacks energy and fluidity.  
(Smith, 2015, pp. 132-134)



## COMM313-Reading Summary/Reaction Paper Grading Rubric

	<b>“A”— Artistic Mastery!</b>	<b>“B”— Better’n Most!</b>	<b>“C”— Competent</b>	<b>“D”— Deficient</b>	<b>“F”— Failing</b>
<b>Compare and Contrast</b>  _____/22 pts.	(22 – 20 pts.) Exceptional use of accurate information and a concise summary of relevant concepts. Provides comprehensive insight, understanding, and reflective thought. Clearly and accurately identifies the main topics and themes across the readings. Major points are stated clearly and are well supported using scholarly research.	(19 – 18 pts.) Solid use of accurate information and a relatively concise summary of relevant concepts. Above average use of evidence to provide comprehensive insight, understanding, and reflective thought. Has a mostly focused viewpoint that uses scholarly research. May lack some connections.	(17 – 16 pts.) Mediocre use of information to discuss course concepts. Paper provides moderate insight, reflective thought, and use of research. Lacks a thorough discussion of the theme.	(15 – 14 pts.) Lacks information and suggests minimal understanding of readings. Paper lacks insight, research, and reflective thought. Should incorporate a more thorough analysis of the readings.	(13 – 0 pts.) Paper does not compare and contrast readings.
<b>Overview literature on topic</b>  _____/17 pts.	(17 – 16 pts.) Content is comprehensive, accurate, and offers a balanced view from various perspectives. Major points are stated clearly and supported using scholarly articles. Synthesizes relevant research by relating the research to the topic and other studies. Information synthesized and brought to a logical conclusion.	(15 – 14 pts.) Content is mostly comprehensive, accurate and insightful. Major points are articulated and supported. Synthesizes relevant research but should relate the research to other studies a bit more. Information should be a little more focused.	(13 – 12 pts.) Content is not comprehensive and may lack accuracy. Major points are addressed, but not well supported. Responses are inadequate or do not address assignment. Content is inconsistent with regard to purpose and clarity of thought. Lacks synthesis of research.	(11 – 10.5 pts.) Content is incomplete. Major points are unclear and/or lack insight. Literature review was not adequately written. No synthesis of research.	(0 pts.) Paper does not include a literature review.
<b>Discuss conclusions as they relate to current events</b>  _____/10 pts.	(10 – 9 pts.) Example(s) is excellent, timely, and relates to course concepts. Content and purpose of the current event is clear.	(8 pts.) Example(s) is good, relatively timely, and relates to course concepts. Content and purpose of the current event is clear.	(7 pts.) Example(s) is mediocre, lack timeliness, and relation to course concepts is confusing. Content and purpose of the current event is ambiguous.	(6 pts.) Example(s) is obscure, outdated, and relation to reading is vague.	(0 pts.) Paper does not discuss current events.

	<b>“A”— Artistic Mastery!</b>	<b>“B”— Better’n Most!</b>	<b>“C”— Competent</b>	<b>“D”— Deficient</b>	<b>“F”— Failing</b>
<b>Offer a reaction to the readings</b> _____/5 pts.	(5 pts.) Put the readings in the larger context of the field, examine the internal logic of the work, and assess the value of the research. Has a focused viewpoint.	(4 pts.) Uses readings to provide comprehensive insight, understanding, and reflective thought. Has a mostly focused viewpoint.	(3 pts.) Moderate insight, research, and reflective thought about the readings. May lack some connections and focus.	(2 pts.) Negligible insight and reflective thought about the readings. Provides a description of readings instead of a reaction.	(0 pts.) Paper does not include a reaction to the readings.
<b>Organization and Structure</b> _____/3 pts.	(3 pts.) Structure of paper is clear and easy to follow. Content is arranged logically and the essay maintains flow of thought. Introduction includes a clear thesis and attention getter Conclusion is logical and flows from body of paper.		(2 pts.) Structure of paper is unclear and hard to follow at times. Content is not arranged logically. Introduction and/or conclusion lack clarity and direction.		(0 pts.) Structure and organization of paper are non-existent.
<b>Format</b> _____/3 pts.	(3 pts.) Paper follows all designated guidelines. Paper is the appropriate length as described for the assignment. APA format enhances readability of paper.		(2 pts.) Paper follows most guidelines. Paper is over/ under word length. Paper has some APA errors.		(0 pts.) Paper is poorly formatted.

**Deductions:** Minus 4 points for each requirement that is not followed:

\_\_\_\_\_ Essay Length: The essay should be 500-750 words and include a word count on the last page of the essay

\_\_\_\_\_ Research: Your research should come from peer-reviewed journal articles, books written by scholars or professionals who are experts in their fields, substantive news articles that are reliable sources of information on events and issues of public concern and/or non-bias websites.

\_\_\_\_\_ Source Requirements: 4+ sources, only 2 can come from a credible non-biased website (periodicals, newspapers, and magazine articles accessed online but appear in print do not count towards the 2), and the textbooks are considered a 5<sup>th</sup> and/or 6<sup>th</sup> source.

\_\_\_\_\_ Written in APA style: Justified left, 1” margins, double spaced, running head including page numbers in top right corner, stapled, contractions written out, and typed in 12-point Times New Roman font.

\_\_\_\_\_ Write in a formal, academic style, paying attention to structure and grammar.

\_\_\_\_\_/60 points