

COMM359: Presidential Campaign Communication Syllabus

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

Smith (2015) suggests, “There can be no presidential campaigns without communication . . . there must be humans performing and interpreting symbols via some medium” (p. 11). Therefore, we will investigate the evolution of a presidential candidate’s communication environment, resources, and strategies, and students will apply practitioner and academic literature to understand real time political processes. Although this class will be oriented around tracking developments on the campaign trail during the 2016 U.S. presidential election, we will also utilize examples from past presidential elections to illustrate a variety of lessons related to launching candidacies, attacking opponents, cultivating ads, and image creation among other topics. In the process, we will create descriptive accounts of campaigns and candidates and their media use and seek to infer campaign strategy. Additionally, this course emphasizes the importance of learning through experience and reflection on doing. To meet this expectation, students will use knowledge gained in the course to create and execute their own voter mobilization plan. After November 8, students will reflect on their experience and use analytical skills to conceptualize their experience.

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CONTACT INFORMATION

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OFFICE HOURS

- Sunday: 6:30-8:00 p.m. (Google chat)
- Monday: 2:00-3:30 p.m.
- Tuesday: 12:30-2:00 p.m.
- Wednesday: 2:00-3:30 p.m.
- By appointment

CLASSROOM

- Thompson Hall W231

MEETING TIME

- MWF: 10:00-10:50 a.m.

COURSE OBJECTIVES

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

1. identify and analyze communication concepts used during presidential campaigns in contexts such as candidate image formation, campaign advertising, candidate debates, and media coverage;
2. describe and contrast the communication encounters among campaigners, reporters/media, and citizens in the context of political campaigns;
3. articulate and demonstrate how citizen leaders use communication tools, tactics, and strategies to recruit grassroots support;
4. use decision-making, problem-solving, and communication skills to create and execute a voter mobilization plan;
5. illustrate, hypothesize, and appraise candidates’ discussions of various issue topics.

COURSE READINGS

Please complete the readings before the assigned class period.

Required Readings:

- ✚ Perloff, R.M. (2014). *The dynamics of political communication: Media and politics in a digital age*. New York, NY: Routledge. ISBN: 978-0415531849
- ✚ Smith, C.A. (2015). *Presidential campaign communication* (2nd ed.). Malden, MA: Polity Press. ISBN: 978-0745680231
- ✚ **Follow the 2016 Campaign in the News:** Major non-partisan newspapers such as *The Washington Post* or *The Wall Street Journal*
- ✚ Serious political magazines (print or online) such as *The Atlantic*, *Daily Beast*, *Weekly Standard*, *The Nation*, *The Economist*, *Time*

Required Readings:

- ✚ Book chapters, journal articles, and news articles posted to OnCourse & Google Drive.
- ✚ *New York Times* – Pick-up a free paper on campus or visit 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). In addition to full access to the current edition, the daily academic pass allows for access to 100 archived articles, per user, per month.

Follow the 2016 Campaign in the News:

- ✚ Avoid trashy websites such as Gawker, BuzzFeed, and The Huffington Post, which are aimed at a mass audience and are not discriminating in what they publish. Also make sure what you're reading is not an opinion piece.

COURSE POLICIES

- ✚ **Attendance:** Class begins promptly at 10 a.m., and the professor will take attendance at the start of class. Students who arrive late (after 10:03 a.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, and/or wish to receive participation points for the day in question, 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>)

"Students of political campaigns must be able to listen with open minds and resist the temptation to agree or disagree with campaign communication" (Smith, 2015, p. 72)

The content of this class has the potential to stir up strong emotional reactions, because you will encounter ideas and theories that challenge your beliefs and values. 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. 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 10:03 a.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. The course textbooks do not count toward the source requirement, yet, should still be cited when applying course concepts, theories, or strategies discussed in the textbooks.

All written work must be (1) submitted in hard copy at the start of class and online using Turnitin. An Originality Report will be run on each assignment. If the report exceeds the maximum percentage, the professor may not accept the student’s assignment. And, (2) 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. APA resources are posted on OnCourse. 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.

If you would like the professor to review a draft of a written assignment, you must email her the complete paper at least 6 days before the assignment is due. She will not proofread the document but will instead discuss the merits of the submission.

- ✚ **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 72 hours 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.
- ✚ **Team 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. If a group member is sick on the day of a group presentation, the group will still deliver the presentation on the scheduled day and time.

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.

- ✚ **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 are posted on the course OnCourse site. You are responsible for retrieving documents (assignment guidelines, rubrics, handouts, readings, etc.) from OnCourse. The professor will communicate with you through your Fredonia e-mail account. 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 to check social media, text message, or to take pictures of course content that is projected or written on the board. Laptops and tablets are not required for class but you may be asked to bring them on specific days. Information Technology services has equipment available for checkout (<http://www.fredonia.edu/its/servicecenter/equip.asp>).

- ✚ **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 48 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>

“I remain committed to improving democratic engagement by educating students on the importance of being active and informed citizens, which includes participating in elections and understanding the communicative aspects of political campaigns. I hope that if you have never participated in an election you will do so in 2016 and continue to be an educated participant throughout your lifetime” – Dr. McGowan.

COURSE ASSIGNMENTS

To view complete descriptions of course assignments and rubrics go to: OnCourse > COMMM359 > Course Assignments, Rubrics, & Handouts > Select the assignment you’d like to learn more about

1. **Participation (100 total points):** This course is premised on active discussion and students are expected to come to class having completed the readings and ready to discuss them. In addition, we will begin each class period with an open discussion about current political situations informed by our readings throughout the course. As such, students are expected to follow the daily political media. Participation consists of more than attendance – students must verbally express themselves each class, accurately complete in-class assignments, and pass reading checks that are distributed on undisclosed days. Additional examples of behaviors that contribute to a class participation grade are posted on OnCourse.
2. **Final Exam (250 total points):** You will have a cumulative final that may include fill-in-the-blank, matching, multiple choice, short answer, and/or essay questions. Application and identification are stressed more than memorization of material.
3. **Election 2016 Op-Ed (250 total points):** Newspapers, such as *The New York Times*, rely on readers to write op-eds as a means for voicing citizen concern. This assignment asks you to employ academic research while identifying and analyzing communication concepts that candidates use during the 2016 presidential campaign. Contexts for analysis may include candidate image formation, campaign advertising, gender and race in the 2016 election, candidate debates, and media coverage, and issue topics. In writing the 750-1000 word op-ed, you will demonstrate your ability to develop and use a critical perspective and show your understanding of political communication theories, processes, and concepts as they relate to the 2016 presidential election. Prior to writing the op-ed, you are required to identify the state, national, or international news outlet where you wish to submit the editorial. Then, you will submit your editorial to the media outlet upon completion of the assignment.
4. **GO VOTE!! Voter Mobilization Campaign (400 total points):** In 2012, only 38 percent of 18-24 year-olds voted in the presidential election – the least out of all the age demographics (CNBC, 2015). Why don’t college students vote? Young adults may be unsure how to register to vote, how to vote, and about the candidates, and/or may be disillusioned with the electoral system. Working as a team, you will create and execute a communication plan that seeks to persuade your peers to vote on Nov. 8.
 - 4a. **Step 1 – Essay Overviewing Past Youth Vote Mobilization Efforts (80 points):** Since the GO VOTE!! assignment’s objective is to motivate the Fredonia campus community to register and turn out to vote in the 2016 election, the group will need to research past voter mobilization campaigns that were geared toward college students. By researching past mobilization efforts, the group should uncover how, through various

communication tools, these groups worked to persuade this demographic to vote. Once the research stage is complete, the group will write a 750-1000 word essay that explains past voter motivation communication strategies (including messages and channels used), compare/contrast the campaign content, and offer a brief summary of how the group will use that information while creating/executing their own voter mobilization plan. **Note: Graded as a group.*

4b. Step 2 – “Go Vote”: Voter Mobilization Campaign Plan Binder (140 points): The success of a mobilization plan rests on how it is communicated. This assignment asks your team to develop a voter mobilization plan that includes a strategy for message visibility, example promotional materials, a written timeline, and tracking and measuring tools. To begin, your team must craft a message that will grab people’s attention, identify issues that are important to traditionally-aged college students, and use research to develop a campaign message that will resonate with the audience. Your mobilization plan’s ultimate goal is to impact the number of SUNY F students who register, vote, volunteer, partner to join your campaign efforts, and much more! The campaign plan should also include a description and examples of at least four promotional materials you plan to distribute, at least one campus media outlet you plan to incorporate, and a written timeline of direct voter contact activities you will conduct in order to register, educate, and turn out the maximum number of people in your target population. Finally, the campaign plan should identify and explain the group’s strategic and numeric goals for the campaign. **Note: Graded as a group.*

4c. Step 3 – “Go Vote”: Voter Mobilization Campaign Updates (10 points each/30 total points): On Oct. 17, the group will begin executing its voter mobilization campaign. The group will share brief (2-4 minute) updates at the start of class on Oct. 24, 31, and Nov. 4. Each update should summarize the group’s mobilization plan by reminding us of your main message and the best means through which you decided to communicate your message to your target audience(s), share an evaluation form that tracks your recent numbers, challenges, and successes for each outreach activity and event, and explain what is/is not working and what changes you are making moving forward. The class will offer feedback. **Note: Graded as a group.*

4d. Step 4 – “Go Vote”: Voter Mobilization Reflection Essay (100 points): After the election, students will individually write a 1000-1250 word reflection essay that accounts for each decision made during the voter mobilization process. The essay will draw on resources and discussions of the class and academic research to explain why/how the team made decisions (i.e., explain message/image design, promotional material design, location for distribution of communication materials, etc.), offer an assessment of why certain decisions did and did not work, and provide suggestions. **Note: Graded individually.*

4e. Step 5 – “Go Vote”: Peer Evaluations (50 points): You will complete a peer evaluation form to indicate the relative participation and contribution of your partners. Your partners will evaluate your performance and assign you a score out of 50 points. The professor will then average the scores. Comments made on the evaluation sheet and specific scores will not be shared with your group members. **Note: Graded individually.*

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

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

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.

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 was attempted but confusing, and suggests minimum effort.
- “D”— Deficient. This is a passing grade with serious deficiencies in research, conceptual understandings, or clarity. ‘D’ work shows an unsatisfactory completion of minimum requirements, does not synthesize information, and/or conceptual understandings and writing skills that are sub-par. Therefore, the assignment is deficient, below average, and indicates negligible effort.

COURSE ETHICS

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

- ✚ 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 the professor suspects a violation of the Academic Integrity Policy, she will collect necessary information and materials related to the offense and then contact the student. If the professor finds that a violation has occurred, she will use the Academic Integrity Incident Report form to report the issue to the department chair. To read about additional action, please see the Academic Integrity Policy and Procedures detailed on the “University Policies” website. Review the SUNY Fredonia Academic Integrity Policy by clicking on 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.

LEARNING ACCOMMODATIONS

- Reasonable accommodations are available to students with documented disabilities at SUNY Fredonia. Students who may require instructional and/or examination accommodations should contact the office of Disability Support Services for Students (DSS), located on the 4th Floor of the Reed Library (716-673-3270 or disability.services@fredonia.edu). The DSS coordinator will review documentation and determine accommodations on a case-by-case basis. DSS will notify 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.

DEPARTMENT OF COMMUNICATION PHILOSOPHY

- 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>

TENTATIVE COURSE SCHEDULE **

Week	Date	Topic	What's Due this Class
PRESIDENTIAL CAMPAIGNS AS COMMUNICATION			
1	8/22	<ul style="list-style-type: none"> Course Introduction 	
	8/24	<u>Topic: Background on Political Communication</u> <ul style="list-style-type: none"> The Panoply of Political Communication Rauch, "How American Politics Went Insane" 	<ul style="list-style-type: none"> P: Ch. 1 Rauch-OnCourse
	8/26	<u>Topic: Background on Political Communication</u> <ul style="list-style-type: none"> What is Political Communication? Hart, "Campaign Forums" 	<ul style="list-style-type: none"> P: Ch. 2 Hart-OnCourse (pp. 103-116)
2	8/29	<u>Topic: Background on Political Communication</u> <ul style="list-style-type: none"> Presidential Campaigns as Communication Hart, "Campaign Forums" 	<ul style="list-style-type: none"> S: Ch. 1 Hart-OnCourse (pp. 116-139)
	8/31	<u>Topic: Running for the White House</u> <ul style="list-style-type: none"> Political Campaigns Past and Present 	<ul style="list-style-type: none"> P: Ch. 11
	9/2	<u>Topic: Running for the White House</u> <ul style="list-style-type: none"> The Stages of the Quest for the WH Gronbeck, "The Functions of Presidential" 	<ul style="list-style-type: none"> S: Ch. 2 Gronbeck-OnCourse
3	9/5	<ul style="list-style-type: none"> No Class: Labor Day 	<ul style="list-style-type: none"> No Class
	9/7	<u>Topic: Presidential Campaigns as Rhetorical Puzzles</u> <ul style="list-style-type: none"> Rhetorical Situation Johnson, "Twitter Bites" 	<ul style="list-style-type: none"> S: Ch. 4 (pp. 71-80) Johnson-OnCourse
	9/9	<u>Topic: Presidential Campaigns as Rhetorical Puzzles</u> <ul style="list-style-type: none"> Campaigns as Rhetorical Puzzles: Burke's Dramatism Kaylor, "No Jack Kennedy" 	<ul style="list-style-type: none"> S: Ch. 4 (pp. 84-86) Kaylor-OnCourse
4	9/12	<u>Topic: Presidential Campaigns as Rhetorical Puzzles</u> <ul style="list-style-type: none"> Campaigns as Rhetorical Puzzles: Ideographs Procter, "The Dynamic Spectacle" 	<ul style="list-style-type: none"> S: Ch. 4 (pp. 86-92) Procter-OnCourse
KEY PLAYERS IN PRESIDENTIAL CAMPAIGNS			
	9/14	GO VOTE!! Past Voter Mobilization Essay Workday	
	9/16	<u>Topic: Role of Citizens</u> <ul style="list-style-type: none"> The Campaign Trialogue (citizens) Persuasion & Political Campaigns 	<ul style="list-style-type: none"> S: Ch. 3 (pp. 44-50) P: Ch. 14
5	9/19	<u>Topic: Role of Campaigners</u> <ul style="list-style-type: none"> The Campaign Trialogue (campaigners) The Main Players in Political Campaigns 	<ul style="list-style-type: none"> S: Ch. 3 (pp. 50-58) P: Ch. 12
	9/21	<u>Topic: Role of Reporters/Media</u> <ul style="list-style-type: none"> The Campaign Trialogue (reporters/media) Reporting Campaigns for "People Like Us" Agenda-setting 	<ul style="list-style-type: none"> S: Ch. 3 (pp. 58-70) S: Ch. 10 (pp. 217-231) P: Ch. 6 Past Voter Mobilization Essay Due
	9/23	<u>Topic: Role of Reporters/Media - Framing</u> <ul style="list-style-type: none"> Reporting Campaigns for "People Like Us" Framing 	<ul style="list-style-type: none"> S: Ch. 10 (pp. 231-240) P: Ch. 8

Week	Date	Topic	What's Due this Class
6	9/26	<p><u>Topic: Role of Reporters/Media- Framing</u></p> <ul style="list-style-type: none"> Craig, "Expectations and Elections" Manusov & Harvey, "Bumps and Tears" <p><i>Note: Airing of first presidential debate</i></p>	<ul style="list-style-type: none"> Craig-OnCourse Manusov-OnCourse
	9/28	<ul style="list-style-type: none"> GO VOTE!! Voter Mobilization Plan group meetings with prof (sign-up via Google Drive) 	
	9/30	<ul style="list-style-type: none"> GO VOTE!! Voter Mobilization Plan in-class workday 	
7	10/3	<p><u>Topic: Role of Reporters/Media - Political Leaning & Media Bias</u></p> <ul style="list-style-type: none"> America's Tribes of Voters Behind Political News 	<ul style="list-style-type: none"> S: Ch. 6 P: Ch. 9
	10/5	<ul style="list-style-type: none"> Guest Speaker: Dr. Craig Smith Extra credit: Attend Smith's lecture in Williams Center Room 204 @ 5 p.m. 	<ul style="list-style-type: none"> 2-3 Questions to ask Dr. Smith
	10/7	<p><u>Topic: Role of Reporters/Media – Medium Selection & Television Coverage</u></p> <ul style="list-style-type: none"> Media and Messages Swanson, "And That's the Way?" 	<ul style="list-style-type: none"> S: Ch. 7 Swanson-OnCourse "Go Vote": Voter Mobilization Plan Due
8	10/10	<p><u>Topic: Role of Reporters/Media – Partisan News</u></p> <ul style="list-style-type: none"> Unpacking Political News Horner & Brewin, "The Salt River Ticket" 	<ul style="list-style-type: none"> P: Ch. 10 Horner-OnCourse
	10/12	<p><u>Topic: Connect content learned thus far to the 2016 election</u></p> <ul style="list-style-type: none"> Beinart, "Why America is Moving Left" Frum, "The Great Republican Revolt" 	<ul style="list-style-type: none"> Beinart -OnCourse Frum-OnCourse
	10/14	<ul style="list-style-type: none"> No Class: Fall Break <p><i>Note: Last day to register to vote</i></p>	<ul style="list-style-type: none"> No Class
CREATING AN IMAGE, DEFENDING THE CANDIDATE, & ATTACKING THE OPPONENT			
9	10/17	<p><u>Topic: Candidate's Image Formation</u></p> <ul style="list-style-type: none"> Louden & McCauliff, "The Authentic Candidate" Nyhan, "Hillary Clinton's Authenticity Problem" 	<ul style="list-style-type: none"> Louden-OnCourse Nyhan-OnCourse Begin executing voter mobilization plan
	10/19	<p><u>Topic: Candidate's Image Formation</u></p> <ul style="list-style-type: none"> Acclaiming, Attacking, & Defending Brewer et al., "Public Perceptions" McAdams, "The Mind of Donald Trump" <p><i>Note: Airing of third presidential debate</i></p>	<ul style="list-style-type: none"> S: Ch. 8 Brewer-OnCourse McAdams-OnCourse
	10/21	<p><u>Topic: Candidate's Family & Image Formation</u></p> <ul style="list-style-type: none"> van Zoonen et al., "Dr. Phil Meets the Candidates" Burnette & Fox, "My Three Dads" I. Trump, "RNC Speech" 	<ul style="list-style-type: none"> van Zoonen-OnCourse Burnette-OnCourse Trump-OnCourse "Go Vote" Campaign Update 1
10	10/24	<p><u>Topic: Candidate's Family & Image Formation</u></p> <ul style="list-style-type: none"> MacManus & Quecan, "Spouses as Campaign Surrogates" Lehn, "Jackie Joins Twitter" B. Clinton, "DNC Speech" 	<ul style="list-style-type: none"> MacManus-OnCourse Lehn-OnCourse Clinton-OnCourse

Week	Date	Topic	What's Due this Class
	10/26	<u>Topic: Campaign Advertising & Persuasion</u> <ul style="list-style-type: none"> Persuading Slow: Speaking Media and Political Knowledge 	<ul style="list-style-type: none"> S: Ch. 9 (pp. 204-216) P: Ch. 4
	10/28	<u>Topic: Political Advertising</u> <ul style="list-style-type: none"> Persuading Fast and Slow: Advertising Political Advertising Univ. of MD Political Advertising Resource Center: https://parc.umd.edu/political-advertising-resources/ Museum of the Moving Image: http://www.livingroomcandidate.org/ 	<ul style="list-style-type: none"> S: Ch. 9 (pp. 192-204) P: Ch. 15 “Go Vote” Campaign Update 2
11	10/31	<u>Topic: Campaign Advertising – Negative Political Ads</u> <ul style="list-style-type: none"> Gronbeck, “Negative Narratives” McKinnon, “Exposing Negative Campaigning” (ignore pp. 223-231) 	<ul style="list-style-type: none"> Gronbeck-OnCourse McKinnon-OnCourse
	11/2	<u>Topic: Gender (Male) in Pres. Campaigns</u> <ul style="list-style-type: none"> Fahey, “French and Feminine” Kahn & Blair, “Writing Bill Clinton” 	<ul style="list-style-type: none"> Fahey-OnCourse Kahn-OnCourse
	11/4	<u>Topic: Gender (Female) in Pres. Campaigns</u> <ul style="list-style-type: none"> Gibson & Heyse, “The Difference Between” Heldman et al., “She Bought Only a Skirt” 	<ul style="list-style-type: none"> Gibson-OnCourse Heldman-OnCourse “Go Vote” Campaign Update 3
12	11/7	<ul style="list-style-type: none"> “Go Vote” Mobilization Campaign: Out-of-Class/in the field day!! 	
	11/8	<ul style="list-style-type: none"> Election Day!! Click on this link to learn where you vote: https://voterlookup.elections.state.ny.us/votersearch.aspx 	<ul style="list-style-type: none"> Go Vote!!!!
	11/9	<u>Topic: Race in Pres. Campaigns</u> <ul style="list-style-type: none"> Dilliplane, “Race, Rhetoric” Rowland & Jones, “One Dream” Obama, “A More Perfect” 	<ul style="list-style-type: none"> Dilliplane-OnCourse Rowland-OnCourse Obama-OnCourse
PRESIDENTIAL DEBATES & ISSUE TOPICS			
	11/11	<u>Topic: Presidential Debates</u> Out of Class Reading: <ul style="list-style-type: none"> Presidential Debates Out of Class Task: <ul style="list-style-type: none"> Work on “Go Vote”: Voter Mobilization Reflection Essay 	<ul style="list-style-type: none"> P: Ch. 16
13	11/14	<u>Topic: Presidential Debates</u> <ul style="list-style-type: none"> Presidential Debates: The Rhetorical Super bowl Carlin, “Presidential Debates” 	<ul style="list-style-type: none"> S: Ch. 11 Carlin-OnCourse
	11/16	<u>Topic: Presidential Debates</u> <ul style="list-style-type: none"> Benoit et al., “Beyond Learning” Doerfel & Marsh, “Candidate-issue Positioning” 	<ul style="list-style-type: none"> Benoit-OnCourse Doerfel-OnCourse
	11/18	<u>Topic: Religion in Pres. Campaigns</u> <ul style="list-style-type: none"> Medhurst, “Mitt Romney” Weber & Thorton, “Courting Christians” 	<ul style="list-style-type: none"> Medhurst-OnCourse Weber-OnCourse
14	11/21-11/25	<ul style="list-style-type: none"> No Class: Thanksgiving Break 	<ul style="list-style-type: none"> No Class

Week	Date	Topic	What's Due this Class
15	11/28	<u>Topic: National Security & Pres. Campaigns</u> <ul style="list-style-type: none"> • Spielvogel, “You Know Where” • Bostdorff, “Judgment, Experience, & Leadership” 	<ul style="list-style-type: none"> • Spielvogel-OnCourse • Bostdorff-OnCourse
	11/30	<u>Topic: “Women’s” Issues</u> <ul style="list-style-type: none"> • Daughton, “Women’s Issues” • Kermedichieve, “Congressional Caucus” 	<ul style="list-style-type: none"> • Daughton-Oncourse • Kermedichieve-Google Drive • “Go Vote”: Voter Mobilization Reflection Essay & Peer Evaluations Due
OTHER CONTENDERS & CONCLUDING THOUGHTS			
	12/2	<u>Topic: Vice Presidential Candidates</u> <ul style="list-style-type: none"> • Baumgartner, “The Veepstakes” • Burmilla & Ryan, “Reconsidering the Palin” 	<ul style="list-style-type: none"> • Baumgartner-OnCourse • Burmilla- OnCourse
16	12/5	<u>Topic: Third Party Candidates</u> <ul style="list-style-type: none"> • Neville-Shepard, “Presidential Campaign” • Neville-Shepard, “Triumph and Defeat” 	<ul style="list-style-type: none"> • Neville-Shepard-OnCourse • Neville-Shepard-OnCourse
	12/7	<ul style="list-style-type: none"> • Improving Presidential Campaign Communication • Jamieson & Gottfried, “Are There Lessons Learned”? 	<ul style="list-style-type: none"> • S: Ch. 12 • Jamieson-OnCourse
	12/9	<ul style="list-style-type: none"> • Cumulative Final Review Day 	
Finals Week	Wed., 12/14 from 1:30-3:30 p.m.	<ul style="list-style-type: none"> • Final Exam (covers content discussed the entire semester) 	<ul style="list-style-type: none"> • Final Exam

**** Key:**

- ✚ P = Perloff, R.M. (2014). *The dynamics of political communication: Media and politics in a digital age.*
- ✚ S = Smith, C.A. (2015). *Presidential campaign communication.*

**** Schedule Notes:**

- ✚ The course schedule is a general plan for the course; deviations announced to the class by the professor may be necessary. The schedule is tentative and may change due to the needs of the class. Should a change be necessary, the professor will let you know of the changes as soon as they are decided via email and ONCOURSE.
- ✚ Important Registrar Dates: Aug. 26 (final day to DROP courses), Oct. 20 (mid-semester grades available), and Nov. 4 (final day with WITHDRAW from course).
- ✚ Final grades will be available to students on Dec. 22, 2016 after 3:00 p.m.
- ✚ 2016 Election Debate schedule: (1) 9/26: Presidential debate, (2) 10/4: Vice president debate, (3) 10/9: Presidential debate/town hall meeting, (4) 10/19 Presidential debate

COMM359: Election 2016 Op-Ed Assignment Guidelines

Worth: 250 total points

Due: Op-ed and reference page should be printed and turned in via Turnitin on your respective due date. The news outlet's op-ed policy and submission confirmation should also be printed and attached to the assignment. (Note: See topic list & due dates on page 3)

Purpose: News outlets, such as *The New York Times*, rely on readers to write op-eds as a means for voicing citizen's concern. The ability to state ideas clearly and back them up with proof is an especially important skill since opinionated self-expression is easier and more encouraged than ever before. In writing an op-ed, you will demonstrate your ability to develop and use a critical perspective and show your understanding of communication theories, processes, and concepts as they relate to the 2016 presidential election.

Description: This assignment asks you to use academic research while identifying and analyzing communication concepts candidates use during the 2016 presidential campaign. Contexts for analysis may include candidate image formation, campaign advertising, gender and race in the 2016 election, candidate debates, and media coverage (e.g., a particular media outlet's framing of a campaign, the media's use of agenda setting, etc.), and issue topics (e.g., religion, national security, "women's issues," etc.). In writing the 750-1000 word op-ed, you will demonstrate your ability to develop and use a critical perspective and show your understanding of political communication theories, processes, and concepts as they relate to the 2016 presidential election. Prior to writing the op-ed, you are required to identify the state, national, or international news outlet that you wish to submit the editorial to and submit your editorial to the media outlet upon completion of the assignment. Be prepared to help the professor lead that day's class discussion.

Directions: You should keep in mind the following steps while completing the assignment.

1. Identify the specific election 2016 topic you would like to research and address (see list on page 3)
2. Locate the news outlet where you plan to submit the op-ed. Then, review their op-ed policy (e.g., see http://www.nytimes.com/2013/10/14/opinion/op-ed-and-you.html?_r=1) and print off their opinion page policy.
3. Research the new outlet's audience
4. Read the assigned course readings that relate to the topic
5. Locate at least 6 news articles that discuss the election 2016 topic you would like to research (see list of credible news sources on pages 1-2 of the syllabus)
 - Read/review the conversation that surrounds the topic paying particular attention to the two sides of the issue.
 - While reading the articles, begin to understand the topic for the discussion and identify opponents' and proponents' central arguments, tone, and audience.
6. Search the academic databases (see complete list on OnCourse > Researching, Writing, & Citing Handouts > List of Relevant Journals PDF) to locate at least 3 academic articles that you will use to articulate and demonstrate how campaigns use tools, tactics, and strategies to address the identified issue.
7. Write a 750-1000 word op-ed (roughly 3-4 pages) that
 - crafts an argument that connects course content to the 2016 presidential election.
 - uses evidence from scholarly resources and non-biased news sources and websites to support the thesis. This includes paraphrasing and using direct quotations to offer one's own assessment of what is happening.
 - uses Entman's (1993) approach to framing meaning you should "select some aspects of a perceived reality and make them more salient in a communication text, in such a way as to promote a particular problem, definition, causal interpretation, moral evaluation, and/or treatment recommendation" (pp. 185-186).

- offers a non-biased summary of the context in which the issue is occurring.
 - discusses how the issue is relevant to the audience.
 - concludes by leaving the reader contemplating the op-ed and wanting to follow through with the author's call to action
8. Submit your editorial to the media outlet upon completion of the assignment and print off the submission confirmation.

Essay Requirements:

* Note: One copy of the essay must be printed and submitted in person and online using Turnitin. The essay's Originality Report should be at or below 10 percent.

Style

- **Essay Length:** The essay should be 750-1000 words (roughly 3-4 pages) and include a word count on the last page of the op-ed. The reference page does NOT count toward your page minimum or maximum.
- **Research/Source Requirements:** 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.
 - At least 6 news articles of which 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)
 - At least 3 academic articles (other than the ones assigned in class)
 - The textbooks and articles assigned for class do not count toward the source requirement but should be used/cited in the op-ed.
- 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. 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. APA resources are posted on ONCOURSE. 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.
 - Please note that the news source that you are submitting the op-ed to may require that you cite your sources using the Associate Press (AP) Stylebook.
- Synthesize research and introduce/contextualize direct quotes

Content

- Rely more on paraphrasing than direct quotes
- Contextualize the quotations
- Use quotation marks around quotations from the text or block them.
- When you quote a source, indicate where your quotation comes from in parentheses at the end of the quotation.
- If you are using a long quotation and would like to leave out extraneous material, you may use ellipses to indicate that you have left something out. However, do not abuse ellipses just because you do not like to type quotations; you should not have to use ellipses on quotations that are less than three or four lines long.
- Use your notes from class, your textbook, and any additional readings to support claims that you make in the essay.

Essay Evaluation:

- **Organization and Structure:** The essay's structure is extremely 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.

- Content: While answering a variety of questions, the writer does a superior job identifying and summarizing persuasive concepts learned in the class. While answering each question, the writer thoroughly explains the persuasive theory/concept and assesses the persuaders' persuasiveness.
- Synthesis of Evidence: Outside sources' findings/results should be thoughtfully compared, contrasted and/or connected. Appropriate content being considered is covered in depth without being redundant. The writer offers succinct and precise conclusions based on the review of information. Insights into the persuasion theory and content learned in the documentary are superior.
- Source Quality: Sources cited in the paper and authors include a variety of sources. All research 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.

Appendix Topics and Due Dates (sign-up on Google Drive)

Election 2016 Topic	Op-Ed Due Date
<ul style="list-style-type: none"> • Presidential Campaigns as Rhetorical Puzzles (S: Ch. 4) 	F, Sept. 12
<ul style="list-style-type: none"> • The Campaign Trialogue (campaigners) (S: Ch. 3) • The Main Players in Political Campaigns (P: Ch. 12) 	M, Sept. 19
<ul style="list-style-type: none"> • Reporting Campaigns for "People Like Us" (S: Ch. 10) • Framing (P: Ch. 8) 	F, Sept. 23
<ul style="list-style-type: none"> • Craig, "Expectations and Elections" • Manusov & Harvey, "Bumps and Tears" 	M, Sept. 26
<ul style="list-style-type: none"> • America's Tribes of Voters (S: Ch. 6) • Behind Political News (P: Ch. 9) 	M, Oct. 3
<ul style="list-style-type: none"> • Unpacking Political News (P: Ch. 10) • Horner & Brewin, "The Salt River Ticket" (OnCourse) 	M, Oct. 10
<ul style="list-style-type: none"> • Louden & McCauliff, "The Authentic Candidate" (OnCourse) • Nyhan, "Hillary Clinton's Authenticity Problem" (OnCourse) 	M, Oct. 17 * Note: M after fall break
<ul style="list-style-type: none"> • Acclaiming, Attacking, and Defending Candidate Images (S: Ch. 8) • Brewer et al., "Public Perceptions" (OnCourse) • McAdams, "The Mind of Donald Trump" (OnCourse) 	W, Oct. 19
<ul style="list-style-type: none"> • van Zoonen et al., "Dr. Phil Meets the Candidates" (OnCourse) • Burnette & Fox, "My Three Days" (OnCourse) • I. Trump, "RNC" (OnCourse) 	F, Oct. 21
<ul style="list-style-type: none"> • MacManus & Quecan, "Spouses as Campaign Surrogates" (OnCourse) • Lehn, "Jackie Joins Twitter" (OnCourse) • B. Clinton, "DNC Speech" (OnCourse) 	M, Oct. 24
<ul style="list-style-type: none"> • Persuading Slow: Speaking (S: Ch. 9) • Media and Political Knowledge (P: Ch. 4) 	W, Oct. 26
<ul style="list-style-type: none"> • Persuading, Fast and Slow: Advertising and Speaking (S: Ch. 9) • Political Advertising (P: Ch. 15) 	F, Oct. 28
<ul style="list-style-type: none"> • Gronbeck, "Negative Narratives" (OnCourse) • McKinnon, "Exposing Negative Campaigning" (OnCourse) 	M, Oct. 31
<ul style="list-style-type: none"> • Fahey, "French and Feminine" (OnCourse) • Kahn & Blair, "Writing Bill Clinton" (OnCourse) 	W, Nov. 2
<ul style="list-style-type: none"> • Gibson & Heyse, "The Difference Between" (OnCourse) • Heldman et al., "She Bought Only a Skirt" (OnCourse) 	F, Nov. 4
<ul style="list-style-type: none"> • Carlin, "Presidential Debates" (OnCourse) • Presidential Debates: The Rhetorical Super bowl (S: Ch. 11) 	M, Nov. 14
<ul style="list-style-type: none"> • Benoit et al., "Beyond Learning" (OnCourse) • Doerfel & Marsh, "Candidate-issue Positioning" (OnCourse) 	W, Nov. 16
<ul style="list-style-type: none"> • Medhurst, "Mitt Romney" (OnCourse) • Weber & Thorton, "Courting Christians" (OnCourse) 	F, Nov. 18

**COMM359: GO VOTE!! Voter Mobilization Campaign Plan
Assignment Guidelines**

Assignment	Points	Due Date
Essay overviewing past mobilization efforts	80	Sept. 21
Voter mobilization plan binder	140	Oct. 7
Begin executing voter mobilization plan		Oct. 17
Three campaign updates	10 points each/30 total points	Oct. 21, 28, & Nov. 4
Voter mobilization reflection essay	100	Nov. 30
Peer evaluations	50	Nov. 30
TOTAL POINTS	400	

Broad Assignment Description: Voter turnout in the United States is near the bottom of all democratic societies (Martiez, 2010), and in 2012, only 38 percent of 18-24 year-olds voted in the presidential election – the least out of all the age demographics (CNBC, 2015). Why don't college students vote? We recently discussed Perloff's (2014) statement that some citizens are neither able nor motivated to partake in politics, and Smith's (2015) suggestion that "how particular citizens participate depends on their motivations and available resources" (p. 49). Research suggests that young adults may be unsure how to register to vote, how to vote, and about the candidates, and/or may be disillusioned with the electoral system. Working as a team, you will create and execute a voter mobilization plan that uses various communication tools to persuade your peers to vote on Nov. 8!

STEP 1 – ESSAY OVERVIEWING PAST YOUTH VOTE MOBILIZATION EFFORTS

Worth: 80 Points

Step 1/Assignment 1 Description: Since the GO VOTE!! assignment's objective is to motivate the Fredonia campus community to register and turn out to vote in the 2016 election, the group will need to research past voter mobilization campaigns that were geared toward college students. By researching voter past mobilization efforts, the group should uncover how, through various communication channels, groups have historically worked to persuade this demographic to vote. Perloff (2014) Chapter 14 "Persuasion and Political Campaigns" is a great starting point for brainstorming ideas.

Once the research stage is complete, the group will write a 500-750 word essay that:

- identifies, summarizes, and analyzes past verbal and non-verbal communication strategies (including messages and channels used) that people used to motivate voter participation;
- compares/contrasts past communication strategies' strengths and weaknesses;
- explains your group's target audience by briefly discussing relevant SUNY Fredonia demographic information; and
- constructs a 1-2 paragraph summary of how the group will use all this information while designing and executing their own "go vote" campaign.

Questions to Consider While Researching and Writing:

- Keeping in mind the Elaboration Likelihood Model, do you want voters to process your campaign message through the central or peripheral routes (Perloff, 2014, pp. 322-333)? Why?
- Smith (2015) suggest, ". . . there must be humans performing and interpreting symbols via some medium" (p. 11). What mediums did the past mobilization efforts use to connect with young adults?
- What issues are important to the demographic? What are their political priorities? What topics will you prioritize and why? How will your mobilization efforts address these policy and social issues? How did the past mobilization efforts frame/reframe the issue to make it salient for the demographic?
- How did the past mobilization efforts frame the importance of voter turnout and how/why were they successful?
- What perspective about the election did the past mobilization efforts adopt? What communication challenges did they face? How did they build a visible and viable voter turnout campaign?
- In what ways did the groups interact with the reporters/media, campaigners, and citizens to encourage voter participation?

- What communication strategies did they use to encourage citizens to talk, listen, reflect, and go vote? How/where did they initiate conversations?
- What basic information did they give voters? For instance, does your research indicate that youth lack basic information about the election including how to register to vote, when the polls are open, how to find the poll location, what kind of identification is necessary?
- What communication strategies did the past mobilization efforts use to raise the stakes and stress the importance of voting in the election?
- Did the past mobilization efforts use positivity (“you’ll make a difference”) or negativity (“if you don’t vote, you can’t complain”) to encourage people to vote?
- Did they find that the demographic was politically attentive people who valued facts and specifics? Or, did they dislike generalities and misrepresentations?
- What are the demographics’ daily activities? How did they use these activities to prepare the demographic to embrace their political appeals?
- What barriers to persuasion did the groups encounter?

Scholarly Resources:

You can access the databases and journals using the SUNY F library website: <http://fredonia.libguides.com/library>

Databases	Journals	Journals Cont’d
Academic Search Complete	Political Research Quarterly	The Annals of the American Academy of Political and Society Science
Proquest Political Science	Public Opinion Quarterly	Journal of Politics
Proquest Dissertations	State Politics & Policy Quarterly	Political Communication
Communications and Mass Media Collections	Political Behavior	American Sociological Review
EBSCO Ebook Collection	PS, Political Science & Politics	Miscellaneous Resources
Education Journals from ProQuest	Campaigns and Elections	Books
ERIC database	Political Psychology	Websites
General OneFile	Journal of Political Marketing	Newspapers and magazines
Humanities Sources	Party Politics	Google Scholar
JSTOR	Presidential Studies Quarterly	Reports
Newspaper Source Plus	Journal of Higher Education Outreach and Engagement	Pew Research Center
Newswires	Social Forces	Gallup polling data
Popular Magazines	American Journal of Political Science	
ProQuest Social Science Journals		

Key word searches: America, United States, and/or U.S. Citizens + mobilize young voters, voter mobilization, get-out-the-vote mobilization, electoral participation, voter turnout, political recruitment, mobilization campaigns, political participation, grassroots mobilization, new voters, non-voters, youth vote, presidential campaigns, elections, student voter turnout, political involvement in adulthood, voting preferences.

* Note: Also use Boolean Search phrases such as “and,” “not,” and “or” to further produce relevant results.

Essay Requirements:

Style:

- Essay Length: The essay should be 750-1000 words (roughly 3-4 pages) and include a word count on the last page of the essay. The title page and reference page do NOT count toward your page minimum or maximum.
- 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 do not count toward the source requirement.

- 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. 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. APA resources are posted on ONCOURSE. 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.
- Synthesize research and introduce/contextualize direct quotes

Content:

- Rely more on paraphrasing than direct quotes.
- Contextualize the quotations and indicate where you found the quotation.
- Use quotation marks around direct quotations.
- If you are using a long quotation and would like to leave out extraneous material, you may use ellipses to indicate that you have left something out. However, do not abuse ellipses just because you do not like to type quotations; you should not have to use ellipses on quotations that are less than three or four lines long.

Submission Guidelines:

- **On Sept. 21**, one group member should bring a paper copy of essay and reference page to class.
- One group member should also upload the essay to Turnitin (OnCourse > Turnitin Dropboxes for All Assignments > Past Voter Mobilization Essay Dropbox).
- Submissions will not be accepted after the due date, the system will generate your Originality Report immediately (resubmissions are not allowed), your document will be stored in Turnitin, and your file will be checked against stored student papers, the Internet, journals/publications, and the bibliography will be excluded from the total but the use of quoted material will not.
- Originality Score should be at or below 10 percent.

Important Dates:

- Sept. 14: In-class workday on essay
- Sept. 21: Group essay due in print and via Turnitin

Essay Evaluation:

- Overview of Research: Content should be comprehensive, accurate, and offer a balanced view from various perspectives. Major points are stated clearly and supported using scholarly sources. Writer should synthesize relevant research by relating the research to the social movement and/or other studies. Information synthesized and brought to a logical conclusion.
- Synthesis of Research: Research articles’ findings/results should be thoughtfully compared, contrasted and/or connected. Appropriate content being considered is covered in depth without being redundant. The writers offer succinct and precise conclusions based on the review of information. Insights into the persuasion theory and social movement are superior.
- Source Quality: 4 or more sources cited in the paper and authors include a variety of sources. All research 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.
- Organization and Structure: The essay’s structure is extremely 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.

STEP 2 – “GO VOTE”: VOTER MOBILIZATION CAMPAIGN PLAN

Worth: 140 Points

Step 2/Assignment 2 Description: The success of a mobilization plan rests on how it is communicated to key demographics. This assignment asks your team to develop a voter mobilization campaign plan that includes a strategy for message visibility, example promotional materials, a written timeline, and tracking and measuring tools.

1. Your team must craft a message that will grab people’s attention, identify issues that are important to people aged 18-24, and use research to develop a campaign message that will resonate with the audience. Your mobilization campaign plan’s ultimate goal is to impact the number of SUNY F students who register, vote, volunteer, partner to join your campaign efforts, and much more!
2. The campaign plan should include a description and examples of at least four promotional materials you plan to distribute and at least one campus media outlet you plan to use to disseminate your message.
3. Your mobilization plan should include a written timeline of direct voter contact activities you plan to conduct in order to register, educate, and turn out the maximum number of people in your target population.
4. The campaign plan should also explain the group’s overall goals – identify strategic and numeric goals for the campaign.

Directions: Developing and Documenting the Voter Mobilization Campaign Plan

While developing your plan, keep in mind Perloff’s (2014) definition of “political communication” (pp. 28-43).

❖ Part 1: Visibility

- What is your main message? Does your team have a logo, coalition name, and/or slogan?
 - The main message of your mobilization campaign should remain consistent throughout the duration of the project; however, you may use different messages to target specific segments of your target population.
 - Back up your message using statistics and examples, recent stories from the community, and/or testimonials from other students
 - You may want to review Perloff’s (2014) Chapter 14 for ideas.
- Determine the best means through which to communicate your message to your target audience(s).
 - Direct voter contact: Create/distribute flyers and brochures, use chalk around the campus, make phone calls, send emails, tabling, text voters, create banners, etc.
 - Indirect voter contact via as online media such as Facebook, Twitter, Wordpress, YouTube, Instagram, a website, etc.
 - Attending community events such as on-campus debate watch parties and election-themed forums and guest speakers
- How will you appear credible? Just like candidates, you should have expertise, trustworthiness, and good will each time you talk with a member of the campus community.
- Politics is played on a media platform, because the mass media mediates between citizens on the one hand and the institutions of government on the other (Perloff, 2014). What media outlets will you use to disseminate your message?
- **Part 1 Requirements:** Your voter mobilization plan should identify the group’s main message, the team’s logo, coalition, name and/or slogan, plan for visibility, and should incorporate at least one campus media source (e.g., WFNY, *The Leader*, WDVN, WCVF).

Contacts:

- Campus Radio: John Houston, Producer of High Noon Friday (hous2886@fredonia.edu)
- Campus Radio Public Service Announcement: John Houston (hous2886@fredonia.edu)
- Campus Newspaper (*The Leader*): Colin Perry, Editor (ceperry@fredonia.edu)

❖ Part 2: What will the promotional materials look like?

- Promotional materials include: Brochure/flyer/leaflet, posters, website, chalk around campus, videos posted on YouTube, online media outlet posts, op-ed pieces, campus media, banners, and/or scripts used when talking to people at community events, on the phone, via text messages, through email, etc.
- When creating the promotional materials, the group should keep in mind Smith’s (2015) discussion of “campaigns as rhetorical puzzles” (pp. 71-92). Specifically, the group wants to create materials that are

rhetorically sensitive, meet the demands of the Rhetorical Situation, and incorporates Burke's theory of identification and McGee's conceptualization of the ideograph.

- **Part 2 Requirements:** Your voter mobilization plan must include at least 4 promotional materials, one of which should be a brochure/flyer/leaflet that you plan to distribute around campus. When you turn in this assignment, you may include a flyer you designed, a sketch of what you plan to chalk around campus, the text of a GOTV email, summary of what you plan to say on the radio, a print out of the Facebook page you designed, the Instagram page, etc.

❖ **Part 3: The Written Timeline**

- In general, your field plan is a written timeline of direct voter contact activities you plan to conduct in order to register, educate, and turn out the maximum number of people in your target population.
- As you write the timeline, consider working backwards from Nov. 8 (with a start date of Oct. 11) and keep in mind major election deadlines. The timeline should also include task deadlines for each group member.
- The field plan should also be flexible enough to accommodate unforeseen circumstances.
- Timeline Categories:
 - Voter registration and identification: How will you persuade college students to register to vote? Identify and target people based on certain issue-interests, population, or area. Will you have registered voters sign a pledge card to hold them accountable to their commitment to vote?
 - Voter education: Teach voters about the issues and candidates for the upcoming election. Voter education should occur simultaneously with registration and mobilization. Voter education includes creating and distributing materials with information on the importance of voting, important issues, and candidates.
 - Get Out the Vote: Turn your peers out to vote before and on Election Day. A GOTV program consists of a series of activities designed to increase voter awareness of an upcoming election and to encourage voters to go to the polls in person or through absentee ballots. This may include providing polling site directions for potential voters.
- **Part 3 Requirements:** Your voter mobilization plan should include a timeline of tasks that each group member must complete from Oct. 11 – Nov. 8. The timeline should include the aforementioned categories.

❖ **Part 4: Tracking and Measuring the Mobilization Campaign**

- For each outreach activity and event you should have an evaluation form to track your numbers, challenges, and successes.
- Your records of evaluations will be useful in sharing best practices within your team/classmates as well as guiding your plan for the next activity or event.
- Develop numerical goals that are realistic. You may get easily frustrated if you set goals that are unattainable. Make sure your goals are realistic with your timeline and the number of people working on your campaign. Also, do some research about your target population and make sure your goal does not exceed the target population.
- Create goals based off of your capacity. For example, if a group member is in theater and has a big production coming up, then that individual may need to outreach on their own time versus two group members who want to meet during the day and distribute flyers around campus.
- Feel free to adjust your goals as you begin your campaign. If you find that your teammates are having face-to-face contact with more people than you expected, or if you suddenly have an influx of people who want to help your team, don't be afraid of increasing your numeric goals. Be mindful that you may want to prioritize quality interactions with voters over shortened contact with a larger number of voters.
- Develop goals for each phase of your campaign, keeping in mind important community dates, holidays, and election deadlines.
- **Part 4 Requirements:** For each outreach activity and event you should have an evaluation form to track your numbers, challenges, and successes.

Question to consider While Developing Your Plan:

- Who will you affect?
- What issues are important to your audience and what will you use to engage them?
- Why is voting in the election important for your community
- When/where/how do you plan to conduct the outreach?

- How do you hope to achieve your goals?

Submission Guidelines:

- **On Oct. 7**, one group member should bring a binder containing all the relevant Voter Mobilization Campaign Plan documents to class. (the prof will provide the binder)
- One group member should also upload the documents in one file to Turnitin (OnCourse > Turnitin Dropboxes for All Assignments > Your Voter Mobilization Plan Dropbox).
- Submissions will not be accepted after the due date, the system will generate your Originality Report immediately (resubmissions are not allowed), your document will be stored in Turnitin, and your file will be checked against stored student papers, the Internet, journals/publications, and the bibliography will be excluded from the total but the use of quoted material will not.
- Originality Score should be at or below 10 percent.

Important Dates:

- Sept. 28: Voter mobilization plan group meeting with prof (sign-up via Google Drive)
- Sept. 30: In-class workday on voter mobilization plan
- Oct. 7: Group's voter mobilization plan due in print (turn in binder) and via Turnitin

References

APIA Vote. (2010). 2010 Voter mobilization manual. *Asian & Pacific Islander American Vote*. Retrieved from <http://nittchu.com/2010Manual.pdf>.

STEP 3 – “GO VOTE”: VOTER MOBILIZATION CAMPAIGN UPDATES

Worth: 10 Points Each/60 Points Total

Step 3/Assignment 3 Description: On Oct. 17, the group will begin executing its voter mobilization campaign. Each subsequent Friday (Oct. 24, 31, and Nov. 4), groups will share a brief (2-4 minute) update at the start of class. The update should:

- summarize the group's mobilization plan by reminding us of your main message and the best means through which you decided to communicate your message to your target audience(s);
- share an evaluation form that tracks your recent numbers, challenges, and successes for each outreach activity and event; and
- explain what is/is not working and what changes you are making moving forward.

Your records of evaluations from each outreach activity (see step 2 part 4) will be useful in sharing best practices within your team/classmates as well as guiding your plan for the next activity or event. After each update, the class will offer feedback. Instead of meeting in the classroom on Nov. 7, the groups are expected to be around campus executing their plan and getting their peers to vote on Nov. 8!!

Requirements:

- Update must be 2-4 minutes
- Each group member must participate in the voter mobilization campaign updates. If a group member plans to be absent for the update, they must let the group and professor know via email at least 24 hours ahead of time.
- The absent person is responsible for sharing a script and relevant information with the group at least 24 hours before the scheduled update.
- A group member who misses an update without notice will receive a 0/10 for the assignment.

Update Evaluation:

- Content: Exceptional use of accurate information and concise summary of relevant concepts, provides comprehensive insight, understanding, and reflective thought, clearly and major ideas are clear and well supported.

- Oral Communication: Attentive, clear, and appropriate sentence structure and grammar, zero verbal fillers, volume and tone are professional.
- Delivery/Body Language: No fidgeting, constant use of eye contact, stood straight, clearly rehearsed presentation, remembered all the content, spoke extemporaneously

STEP 4 – “GO VOTE”: VOTER MOBILIZATION CAMPAIGN REFLECTION ESSAY

Worth: 100 Points

Step 4/Assignment 4 Description: After the election, each student will individually write a 1000-1250 word reflection essay that articulates and examines the progress of the team’s voter mobilization plan. The essay should account for each decision made during the group’s “go vote” campaign process and draw on resources, discussions from class, and academic research to explain why/how the team made decisions (i.e., explain message/image design, timeline decisions, location for distribution of communication materials, etc.), offer an assessment of why certain decisions did and did not work, and provide suggestions.

Specifically, the essay should:

- set the scene by describing the facts that made up the experience (e.g., summarize the group’s mobilization plan by reminding the of your main message and the best means through which you decided to communicate your message to your target audience);
- evaluate the experience by identifying the challenges and successes for each outreach activity and event (what did/did not work and why);
- answer questions such as: what communication challenges did you/your group encounter during the duration of the project, what did you learn, how can you apply what you have learned to future life pursuits, how did you or did you not meet your goals or the groups of the class project, how did you contribute to the idea of political socialization (Perloff, Ch. 5), how did you establish good will with your target audience, what steps did you take to ensure the people you encountered processed the message through a central route, what role did communication plan in the campaign;
- explain how your experience was similar/dissimilar to the research used in the first essay and why;
- identify how your experience altered your definition and interest in “political communication”;
- describe how your voter mobilization campaign stimulated political thinking, offered up opportunities for voters to rethinking political ideas, and/or mobilized supporters; and
- use examples from real life, course readings, and scholarly research to support answers.

Essay Requirements:

Style:

- Essay Length: The essay should be 1000-1250 words (roughly 4-5 pages) and include a word count on the last page of the essay. The title page and reference page do NOT count toward your page minimum or maximum.
- 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: 3+ sources, only 1 can come from a credible non-biased website (periodicals, newspapers, and magazine articles accessed online but appear in print do not count towards the 1), and the textbooks do not count toward the source requirement.
- 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. 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. APA resources are posted on ONCOURSE. 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.
- Synthesize research and introduce/contextualize direct quotes

Content:

- Rely more on paraphrasing than direct quotes.

- Contextualize the quotations and indicate where you found the quotation.
- Use quotation marks around direct quotations.
- If you are using a long quotation and would like to leave out extraneous material, you may use ellipses to indicate that you have left something out. However, do not abuse ellipses just because you do not like to type quotations; you should not have to use ellipses on quotations that are less than three or four lines long.

Submission Guidelines:

- **On Nov. 30**, you should bring a paper copy of essay and reference page to class.
- You should also upload the essay to Turnitin (OnCourse > Turnitin Dropboxes for All Assignments > Voter Mobilization Reflection Essay Dropbox).
- Submissions will not be accepted after the due date, the system will generate your Originality Report immediately (resubmissions are not allowed), your document will be stored in Turnitin, and your file will be checked against stored student papers, the Internet, journals/publications, and the bibliography will be excluded from the total but the use of quoted material will not.
- Originality Score should be at or below 10 percent.

Important Dates:

- Nov. 11: Out-of-class workday on reflection essay
- Nov. 30: Reflection essay due

Essay Evaluation:

- Overview of Literature: Content should be comprehensive, accurate, and offer a balanced view from various perspectives. Major points are stated clearly and supported using scholarly articles. Writer should synthesize relevant research by relating the research to the social movement and/or other studies. Information synthesized and brought to a logical conclusion.
- Synthesis of Research: Research articles' findings/results should be thoughtfully compared, contrasted and/or connected. Appropriate content being considered is covered in depth without being redundant. The writers offer succinct and precise conclusions based on the review of information. Insights into the persuasion theory and social movement are superior.
- Source Quality: 7 or more sources cited in the paper and authors include a variety of sources. All research 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.
- Organization and Structure: The essay's structure is extremely 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.

STEP 5 – PEER EVALUATIONS

Worth: 50 Points

Step 5/Assignment 5 Description: You will complete a peer evaluation form to indicate the relative participation and contribution of your partners. Your partners will evaluate your performance and assign you a score out of 50 points. The professor will then average the scores. Comments made on the evaluation sheet and specific scores will not be shared with your group members.

Team Project Policies:

- Dismissal of Group Member: 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.
- Attendance: Each group member should keep an attendance record during the duration of the project and submit the document with his or her peer evaluations. A group member will lose 5 points for each group-related activity that he or she misses.
- Evaluation: The peer evaluation grade should accurately reflect each person's contribution to the project.

Peer Evaluation Requirements:

• attends <u>all</u> group meetings, arrives on time, and is fully prepared	• contributes to group discussions and encourages others to participate	• completes <u>all</u> group assignments on time and actively contributes knowledge, opinions, and skills	• prepares work in a quality manner and without reminders
• demonstrates a cooperative and supportive attitude	• contributes significantly to the success of the project	• behaviors were valuable to the team	• helps group identify necessary changes
• helps keep the group on task	• consistently and actively works toward group goals	• participates in <u>all</u> voter outreach activities	was a valuable member of the team

Submission Guidelines:

- **On Nov. 30**, you will turn in printed copies of your group member evaluation forms. Failure to submit a complete evaluation form will result in a deduction of 10 points for each missing document.