COMM342: Presidential Campaign Communication Syllabus
Spring 2019

COURSE DESCRIPTION

Communication and Social Interaction Studies (CSIS) courses address critical thinking, communicative concepts and skills, and relational and participatory effectiveness in personal, public, and professional spheres. This is a CSIS course and as such 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 latest 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.

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> *CONTACT INFORMATION*
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> *OFFICE HOURS*
> ❖ MWF: 9:00-10:30 a.m.
> ❖ Tuesday: By appointment only
> *CLASSROOM*
> ❖ McEwen Hall 201
> *MEETING TIME*
> ❖ MWF: 10-10:50 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
❖ Supplemental readings posted to OnCourse & Google Drive.

Learn about the 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:

❖ *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.

Learn about the 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 10:00 a.m. and the professor will take attendance at the start of class. Students who arrive late or leave early will be penalized. Arriving late (after 10:00 a.m.) or leaving early four (4) times equals one absence. Three actions that will result in an absence even if you show up to class: (1) arriving more than 10 minutes late to class, (2) leaving the classroom during class, and (3) sleeping during class.

You are permitted up to 5 absences. Upon your 6th absence, regardless of reason, your final grade will be reduced 10 points per absence. Missing class for a university sanctioned activity is the only absence that will be excused (i.e., artistic performances, research conferences, intercollegiate athletic events, student government, required class field trips). Unless your absence is due to a university-sanctioned event, you must be present in class to receive credit for participation assignments. The professor will keep track of attendance in OnCourse. The attendance key is as follows: P-Present, L-Late, E-excused, LE- left early, A-Absent. Students are responsible for checking their attendance and notifying the professor of a discrepancy.

❖ **Class Etiquette:** 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 c lass is an agreement to approach all course content with a critical academic lens. Above all, participants must treat each other and the professor with respect. The most fundamental way to respect class participants is to complete daily readings, listen to others, and ground your own comments in principles of critical thinking. Class discussions should take place within the context of academic inquiry and in the spirit of understanding diverse perspectives and experiences. Do not engage in private conversations, interrupt another student who has the floor, keep 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)

> "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.

❖ **Late work**: Assignments are due in hard copy and/or via dropboxes in OnCourse within the first 5 minutes of class (by 11:05 a.m.). Deadlines apply even if you are not in class the day the assignment is due. Late assignments will only be accepted under unique and extreme circumstances. Failures of technology (e.g., "my computer crashed," "the Internet was down," "the file won't open," "the printer was broken") and inability to complete an assignment on time because of one's work schedule, other coursework deadlines, or extracurricular obligations are not considered dire circumstances. Turning in an assignment late requires professor approval at least 24 hours before the assignment is due. Assignments may not be accepted or receive a severe grade deduction (30%) if turned in late. Assuming you have professor approval, late work will be accepted up to 3 days after the due date.

❖ **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 textbook and readings available through

OnCourse do not count toward the source requirement, yet, should still be cited when applying course concepts, theories, or strategies discussed in the readings.

All written assignments will be submitted online using Turnitin. Turnitin will check your submission against stored student assignments that have submitted during past sections of COMM342, the Internet, journals, periodicals, and publications. Then, Turnitin will run an Originality Report on each assignment. If the report exceeds the maximum percentage, the professor may not accept the student's assignment.

All written work must be (1) submitted in hard copy by the start of class, (2) submitted via Turnitin by the start of class, and (3) 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.

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 pair 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 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.

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 supplemental readings will be available through OnCourse. You are responsible for retrieving documents (assignment guidelines, rubrics, handouts, readings, etc.) from OnCourse.

The professor may ask you to use your mobile phone to conduct research during class and contribute to class discussion. Regardless, technology cannot be used during in-class assignments, such as pop quizzes, to check social media, 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**: The professor will communicate with you through your Fredonia e-mail account. Email is the best way to communicate with the professor, and she will check her Fredonia email between 9 a.m. and 5 p.m. Unless the professor is traveling, it is the weekend, or Fredonia has a university sanctioned break, the professor should reply to you within 48 hours. 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

To view complete descriptions of course assignments and rubrics go to: OnCourse > COMMM342 > All Assignment Guidelines & Rubrics > 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 compete 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.

> "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)

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. **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 last presidential campaign. Contexts for analysis may include candidate image formation, campaign advertising, gender and race in the last 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 last 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 in the next presidential election.

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 next presidential 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

❖ After a grade is returned, students must wait 24 hours prior to inquiring about the grade. Then, students have 6 days to resolve questions about the grade. If you wish to discuss a grade, you must set up an appointment with the professor no later than 3 days after the assignment is returned. Prior to the meeting, you should go through the assignment, the rubric, and compare the feedback to the qualifications for the letter grade you are seeking. A grade will be finalized if unquestioned on day 7 after the time of grade distribution.

❖ The professor does not discuss grades over email.

❖ All grades are kept in OnCourse and will be updated regularly.

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

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 GRADING CRITERIA

"A"— <u>A</u>rtistic 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/submitting 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 going to http://www.fredonia.edu/studentaffairs/JudicialAffairs/policies.asp#academic.

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.

❖ Academic Advising): We Care About your Success! This course is part of a Fredonia initiative that utilizes the Starfish Student Success Network. It is designed to promote student success through coordination and communication between students, instructors, and support staff. Throughout the semester, you may receive emails regarding your attendance, course grades or academic performance. To benefit, it is important that you check your Fredonia email regularly and take recommended actions. You may be contacted directly by an Academic Advisor or Campus Support Professional.

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/department/communication/standards.asp

TENTATIVE COURSE SCHEDULE **

Week	Date	Topic	What's Due this Class
		PRESIDENTIAL CAMPAIGNS AS COMMUNICATION	
1	8/22	• Course Introduction	
	8/24	Topic: Background on Political Communication • The Panoply of Political Communication • Rauch, "How American Politics Went Insane"	• P: Ch. 1 • Rauch-OnCourse
	8/26	Topic: Background on Political Communication • What is Political Communication? • Hart, "Campaign Forums"	• P: Ch. 2 • Hart-OnCourse (pp. 103-116)
2	8/29	Topic: Background on Political Communication • Presidential Campaigns as Communication • Hart, "Campaign Forums"	• S: Ch. 1 • Hart-OnCourse (pp. 116-139)
	8/31	Topic: Running for the White House • Political Campaigns Past and Present	• P: Ch. 11
	9/2	Topic: Running for the White House • The Stages of the Quest for the WH • Gronbeck, "The Functions of Presidential"	• S: Ch. 2 • Gronbeck-OnCourse
3	9/5	• *No Class: Labor Day*	• *No Class*
	9/7	Topic: Presidential Campaigns as Rhetorical Puzzles • Campaigns as Rhetorical Puzzles: Rhetorical Situation • Johnson, "Twitter Bites"	• S: Ch. 4 (pp. 71-80) • Johnson-OnCourse
	9/9	Topic: Presidential Campaigns as Rhetorical Puzzles • Campaigns as Rhetorical Puzzles: Burke's Dramatism • Kaylor, "No Jack Kennedy" • Create group's code of conduct	• S: Ch. 4 (pp. 84-86) • Kaylor-OnCourse
4	9/12	Topic: Presidential Campaigns as Rhetorical Puzzles • Campaigns as Rhetorical Puzzles: Ideographs • Procter, "The Dynamic Spectacle"	• S: Ch. 4 (pp. 86-92) • Procter-OnCourse
		KEY PLAYERS IN PRESIDENTIAL CAMPAIGNS	
	9/14	GO VOTE!! Past Voter Mobilization Essay Workday	
	9/16	Topic: Role of Citizens • The Campaign Trialogue (citizens) • Persuasion & Political Campaigns	• S: Ch. 3 (pp. 44-50) • P: Ch. 14
5	9/19	Topic: Role of Campaigners • The Campaign Trialogue (campaigners) • The Main Players in Political Campaigns	• S: Ch. 3 (pp. 50-58) • P: Ch. 12 •
	9/21	Topic: Role of Reporters/Media • The Campaign Trialogue (reporters/media) • Reporting Campaigns for "People Like Us" • Agenda-setting	• S: Ch. 3 (pp. 58-70) • S: Ch. 10 (pp. 217-231) • P: Ch. 6 • **Past Voter Mobilization Essay Due**
	9/23	Topic: Role of Reporters/Media - Framing • Reporting Campaigns for "People Like Us" • Framing	• S: Ch. 10 (pp. 231-240) • P: Ch. 8

Week	Date	Topic	What's Due this Class
6	9/26	Topic: Role of Reporters/Media- Framing • Craig, "Expectations and Elections" • Manusov & Harvey, "Bumps and Tears" *Note: Airing of first presidential debate*	• Craig-OnCourse • Manusov-OnCourse
	9/28	• GO VOTE!! Voter Mobilization Plan group meetings with prof (sign-up via Google Drive)	
	9/30	• GO VOTE!! Voter Mobilization Plan in-class workday	
7	10/3	Topic: Role of Reporters/Media - Political Leaning & Media Bias • America's Tribes of Voters • Behind Political News	• S: Ch. 6 • P: Ch. 9
	10/5	• Guest Speaker: Dr. Craig Smith • Extra credit: Attend Smith's lecture in Williams Center Room 204 @ 5 p.m.	• 2-3 Questions to ask Dr. Smith •
	10/7	Topic: Role of Reporters/Media – Medium Selection & Television Coverage • Media and Messages • Swanson, "And That's the Way?"	• S: Ch. 7 • Swanson-OnCourse •
8	10/10	Topic: Role of Reporters/Media – Partisan News • Unpacking Political News • Horner & Brewein, "The Salt River Ticket"	• P: Ch. 10 • Horner-OnCourse • **"Go Vote": Voter Mobilization Plan Due**
	10/12	Topic: Connect content learned thus far to the 2016 election • Beinart, "Why America is Moving Left" • Frum, "The Great Republican Revolt"	• Beinart -OnCourse • Frum-OnCourse
	10/14	• ***No Class: Fall Break*** *Note: Last day to register to vote*	• ***No Class***
		CREATING AN IMAGE, DEFENDING THE CANDIDATE, & ATTACKING THE OPPONENT	
9	10/17	Topic: Candidate's Image Formation • Louden & McCauliff, "The Authentic Candidate" • Nyhan, "Hillary Clinton's Authenticity Problem"	• Louden-OnCourse • Nyhan-OnCourse • **Begin executing voter mobilization plan**
	10/19	Topic: Candidate's Image Formation • Acclaiming, Attacking, & Defending • Brewer et al., "Public Perceptions" • McAdams, "The Mind of Donald Trump" *Note: Airing of third presidential debate*	• S: Ch. 8 • Brewer-OnCourse • McAdams-OnCourse
	10/21	Topic: Candidate's Family & Image Formation • van Zoonen et al., "Dr. Phil Meets the Candidates" • Burnette & Fox, "My Three Dads" • I. Trump, "RNC Speech"	• van Zoonen-OnCourse • Burnette-OnCourse • Trump-OnCourse
10	10/24	Topic: Candidate's Family & Image Formation • MacManus & Quecan, "Spouses as Campaign Surrogates" • Lehn, "Jackie Joins Twitter" • B. Clinton, "DNC Speech"	• MacManus-OnCourse • Lehn-OnCourse • Clinton-OnCourse

Week	Date	Topic	What's Due this Class
	10/26	Topic: Campaign Persuading - Speech Writing • Persuading Slow: Speaking • Media and Political Knowledge	• S: Ch. 9 (pp. 204-216) • P: Ch. 4
	10/28		• **"Go Vote" Campaign Update 1**
11	10/31	Topic: Campaign Persuading - Political Ads • 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/ • Gronbeck, "Negative Narratives" • McKinnon, "Exposing Negative Campaigning" (ignore pp. 223-231)	• S: Ch. 9 (pp. 192-204) • P: Ch. 15 • Gronbeck-OnCourse • McKinnon-OnCourse
	11/2	Topic: Gender (Male) in Pres. Campaigns • Fahey, "French and Feminine" • Kahn & Blair, "Writing Bill Clinton"	• Fahey-OnCourse • Kahn-OnCourse
	11/4	Topic: Gender (Female) in Pres. Campaigns • Gibson & Heyse, "The Difference Between" • Heldman et al., "She Bought Only a Skirt"	• Gibson-OnCourse • Heldman-OnCourse • **"Go Vote" Campaign Update 2**
12	11/7	• "Go Vote" Mobilization Campaign: Out-of-Class/in the field day!!	
	11/8	• **Election Day!!** Click on this link to learn where you vote: https://voterlookup.elections.state.ny.us/votersearch.aspx	• Go Vote!!!!
	11/9	Topic: Race in Pres. Campaigns • Dilliplane, "Race, Rhetoric" • Rowland & Jones, "One Dream" • Obama, "A More Perfect"	• Dilliplane-OnCourse • Rowland-OnCourse • Obama-OnCourse
		PRESIDENTIAL DEBATES & ISSUE TOPICS	
	11/11	Topic: Presidential Debates **Out of Class Reading:** • Presidential Debates **Out of Class Task:** • Work on "Go Vote": Voter Mobilization Reflection Essay	• P: Ch. 16
13	11/14	Topic: Presidential Debates • Presidential Debates: The Rhetorical Super bowl • Carlin, "Presidential Debates"	• S: Ch. 11 • Carlin-OnCourse
	11/16	Topic: Presidential Debates • Benoit et al., "Beyond Learning" • Doerfel & Marsh, "Candidate-issue Positioning"	• Benoit-Oncourse • Doerfel-OnCourse
	11/18	Topic: Religion in Pres. Campaigns • Medhurst, "Mitt Romney" • Weber & Thorton, "Courting Christians"	• Medhurst-OnCourse • Weber-OnCourse
14	11/21-11/25	• *No Class: Thanksgiving Break*	• *No Class*

Week	Date	Topic	What's Due this Class
15	11/28	Topic: National Security & Pres. Campaigns (framing) • Spielvogel, "You Know Where" •	• Spielvogel-OnCourse •
	11/30	Topic: "Women's" Issues • Daughton, "Women's Issues" • Kermedichieve, "Congressional Caucus"	• Daughton-Oncourse • Kermedichieve-Google Drive • **"Go Vote": Voter Mobilization Reflection Essay & Peer Evaluations Due**
		OTHER CONTENDERS & CONCLUDING THOUGHTS	
	12/2	Topic: Third Party Candidates • Neville-Shepard, "Presidential Campaign" • Neville-Shepard, "Triumph and Defeat"	• Neville-Shepard-OnCourse • Neville-Shepard-OnCourse
16	12/5	• Improving Presidential Campaign Communication • Jamieson & Gottfried, "Are There Lessons Learned"?	• S: Ch. 12 • Jamieson-OnCourse
	12/7	• Cumulative Final Review Day	•
	12/9	• Cumulative Final Review Day	•
Finals Week	Wed., 12/14 from 1:30-3:30 p.m.	• **Final Exam (covers content discussed the entire semester)**	• **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 tall meeting, (4) 10/19 Presidential debate