The goal of this course is to teach students to be effective observers and communicators in the public square. We live in a democracy and that form of government requires citizen participation through primarily communication. (As you will learn I use a broad definition of communication.) We will study political communication in many of its forms and from different perspectives - candidate, interest group, historical and contemporary actors, and various mediums including the ubiquitous social media. But whether the channel is social media, TV, radio, mail or in-person, the communication is persuasion. Persuasion has been analyzed and taught for a long time. We will go back to the Greeks and use Aristotle’s definition of persuasion to understand the persuasive elements of a Facebook posting.

But first we are going develop a working definition and vocabulary for political communication. We will analyze the presidential campaign; its political acts and actors use language, visual arts and specific mediums to persuade the electorate. We will use the 2016 presidential and other ongoing campaign as well great speeches in US history. Students will learn to identify and use rhetorical devices to condense and reshape a message for the multiple mediums utilized in modern political communication.

After successfully completing this class students will:
1. Be able to name and define key concepts in political communication
2. Analyze, evaluate and compare political actions for their persuasiveness and function in the context of a campaign’s evolution.
3. Write persuasively, and
4. Confidently and competently work as a communications specialist in a political campaign.

**Course Goals, Objectives and Method**

**Prerequisites**

Listed below are the media/system requirements applicable to this course:

- **System requirements.** Computer with Internet access and a sound card.
- The latest version of **ZOOM, Adobe Reader and Adobe Flash Player** must be installed in your computer in order to access the course materials posted on ICON (i.e. Study Guide, video clips). For a **free download** of these applications, visit the Center for Credit Programs **Internet Connection Test/Download Page**.
  - Once on this page, scroll down to “Test Sample Files/Download Software,” and
  - Test the file related to the media player listed above.
  - Download media player if needed.

- **Need Technical Support?** Contact the Division of Continuing Education technical support staff at [dce-techsupport@uiowa.edu](mailto:dce-techsupport@uiowa.edu).

### Required Textbook/Media

The **required textbooks** for this course are:

2. Safire, William: **Lend Me Your Ears; Great Speeches in History, New Edition** (available at Amazon.com $9.99 Kindle or $27.35 hard copy)
4. Various readings, videos and recordings to be assigned—see the syllabus

### Grading Criteria and the Use of +/-

Final course grades will be assessed based on the student’s performance in the following items:

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
<th>% of final grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>30</td>
<td>30%</td>
</tr>
<tr>
<td>Paper #1</td>
<td>10</td>
<td>10%</td>
</tr>
<tr>
<td>Paper #2</td>
<td>10</td>
<td>15%</td>
</tr>
<tr>
<td>Paper #3</td>
<td>10</td>
<td>15%</td>
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<tr>
<td>Paper #4</td>
<td>10</td>
<td>10%</td>
</tr>
<tr>
<td>Paper #5</td>
<td>5</td>
<td>5%</td>
</tr>
<tr>
<td>Final Exam/Project</td>
<td>25</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Total Points:</strong></td>
<td>100</td>
<td>100%</td>
</tr>
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</table>

Final course grades will be assigned as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
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<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
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<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>below 60</td>
</tr>
</tbody>
</table>
We will not use the +/- grading scheme.

Course Structure

This course is being offered over the World Wide Web as a Distance Education offering. Students will login to the course site on ICON to access the course materials (syllabus, assignments, schedules), and the discussions forum. For details of the course assignments and activities, see the “Course Work” section of this syllabus. Course content consists of the textbook, some additional articles, and several websites.

Students will be expected to visit the course site regularly in order to:

- Review the “Content” page and get familiarized with all course materials. Among other things, this page contains links to media and web-activities to be completed as part of this course.
- Review the course homepage regularly for any updates related to the course “Events”.
- Submit assignments to the course instructor via the ICON “Dropbox”.

Staying in Touch -- “Gone With the Wind”

There is no one way we will communicate in this course. We will meet via video conference on Wednesday nights. We will use primarily ZOOM. A link to ZOOM is on ICON. The course page/site on ICON will have frequent updates in the NEWS section. We will use ICON’s DISCUSSION section for discussing assigned topics and breaking events in presidential (and other) campaigns as well as short writing assignments. We will also use email. Students are expected to check their university email account and the course page frequently. Note: That does not mean there will be daily updates but I want you to check for when they will be there. You can also subscribe to the Discussion section and get “pinged” when I, or others respond to your post. You have to decide if that makes sense for you. Personally I will subscribe to Discussions for each of the assignments.

The course structure described above assumes that students have basic computer skills and are knowledgeable about the various programs and hardware they will need to use during this session (e.g. Microsoft Word). For information and computer support geared toward distance education students, access:

- the Student Guide to ICON - http://icon.uiowa.edu/support/onlinehelp/students/guide/

Course Work

This is a graduate level class on communication. That means, relative to undergraduate course, there will be more reading and writing. The writing assignments are designed to 1) ground you in the language and thought process of a communications director and speechwriter and 2) simulate the writing done in a modern campaign. The papers are short because candidates, campaign staff, and the media are busy. In this environment you must be able to write and edit fast and be concise. Campaign writing builds on itself and is derived from earlier work. Once the research has been done and the campaign themes worked out and articulated in the announcement speech much of the strategy and writing is around how to repeat, repackage and redistribute these themes.

Quizzes (0 pts)
There will be regular online quizzes covering material from the readings. Each quiz will be composed of five multiple-choice questions on the readings listed for that week. The system will immediately generate the correct responses but the quizzes are not scored for final grade purposes. They are part of participation.

**Participation, Attendance and Team Assignments: (30 points)**

**Participation means contributing** (not just attendance) in our virtual meetings and in the Weekly Discussion sections of class is mandatory. In these meetings (live and asynchronous) you will be expected to ask and answer questions with the class. There will be interactive discussions about the weekly topics and short writing assignments – some on your own and some as member of an assigned team. (Listed as Team Assignments in the course schedule section of the syllabus.) There will be writing and/or editing during class under time limits to simulate a campaign environment. We work in teams because campaigns are team efforts. There will be at least two weekly discussions topics based on the reading, breaking political news or short scenarios I will post and you are to respond to.

Students are required to respond to my topics and reply to two other students. Occasionally, I will ask students to write weekly topic questions and to summarize the “takeaways” for the week. Students will know one week in advance if they are write topic questions but will not know if they are to summarize until the weekly discussions are about to close.

It is your responsibility to be in attendance within the first 5 minutes of class. If you have not checked into the class, you will be counted as absent. If you have 2 or fewer unexcused absences, you will earn 25 attendance points. If you have 3 or more unexcused absences, you will earn 0 attendance points. An unexcused absence is any absence for which you cannot account with a note detailing to me why it was necessary for you to miss. If you are sick, get a note from a doctor. This is important: I will not accept documentation of absences more than a week after the absence. You will not be allowed to make up any assignments missed due to an unexcused absence.

**Assigning Points for Participation in Discussions**

You will be asked to answer a set of questions and or have short writing assignments that will flow from our weekly discussions. These questions may ask you look for additional information online, or consider an issue that we may or may not discuss more in depth during class. You will reply to those questions in Discussion section on ICON. I will evaluate your answers according to the criterion of a “good faith effort” to answer the questions. A “good faith effort” is one in which you have made a substantial effort to address the question posed and your answers demonstrate “critical thinking.” I will post more on critical thinking in class but it means you are not just telling me what some researcher said. I want your responses to reflect your thinking supported by what your sources and a commentator said (when appropriate) This is in contrast to a perfunctory effort, which means you briefly looked at the question answered it in an “off the top of your head” manner.

Team Assignments (an option depending on class size) are also part of the weekly discussions and participation. Students will be paired with another student and you will be a communication team. You will together on short writing assignments that will be published in the Discussion section of ICON and reviewed in class. As “campaign guru” I may send your team back for re-writes.

**Paper Assignments**

Unless assignments are indicated in the syllabus as “Team Assignments,” no collaboration is allowed.
There are 5 papers in this class plus in class writing as listed above. The papers are described below. BUT these descriptions are subject to change. A more comprehensive and up to date paper description will be issued at least two weeks before the papers are due.

**Paper #1:** (10 pts) (approx. 5 pages) Critique a speech of (my or your choice TBD) taken from the Safire text. First, tell us about the audience and the occasion here (Who is the speaker – their name but more impt his/her relationship to the audience. Tell us about the audience and the situation.” Then identify each of Safire’s ten parts of a great speech in the speech you selected. (There may or may not be 10 in your speech) Finally, identify the persuasive appeals using the Aristotelian analysis.
Approx. 5 pages

**Paper #2:** (10 pts) (approx. 5 pages) In 1964 President Lyndon Johnson ran the Daisy Attack ad that is widely seen as the most effective political ad in US History. In that ad he argued that a vote for his opponent, Senator Barry Goldwater was a voter for war. In 2015 President Obama spoke at American University and argued that opposing the Iran Nuclear Treaty would inevitably lead to war. Compare and contrast these two speeches using the Aristotelian analysis.

Review Daisy Ad https://www.youtube.com/watch?v=dDTBnsqxZ3k
Obama at American University https://www.youtube.com/watch?v=FOHOw2izlbU

**Paper #3:** 10 pts (10 -12 pages total) Pick a current presidential candidate:

1. Do an analysis, using Safire 10 Elements or Aristotelian approach (4 pages).
2. Write a Press Release preceding the candidates Announcement speech (1 page)
3. A communication strategy memo/calendar for the candidate’s announcement swing through Iowa, (1-2 pages)
4. Talking Points for the candidate and surrogates( 1 page)
5. Three email messages to leadership of groups of various organizations you want to support your candidate. ( 2 pages)

**Paper #4:** TBD

**Paper #5:** (5 pts) (2-3 pages) This will be a self reflection on the semester paper. What did I learn? What surprised me? What more would I like to learn about? What should the professor keep and what should he get rid of in the course.

**Final Exam/Project: 25 points) 15 pages**

The final project will be a cumulative effort using the ongoing Iowa caucuses as your source material (working with a partner? -TBD) You are to write a communication plan and packet for the 2016 presidential candidate of your choice. The audience is the candidate and the campaign’s kitchen cabinet. Your plan will cover all the forms of political communication we discussed this semester and worked on in the last portion of class including:

1. Justification for running to
   a. donors (how I will win) (1 page)
   b. supporters (what I will do) (1 page)
2. Announcement speech (2-3pages)
3. Stump Speech (2 pages)
4. Identify key constituencies (2 pages)
   a. Target messages to each group
   b. How you will reach them
5. Scripts for 2 TV and 2 radio ads –one positive, one negative) (2 pages)
6. Copy for direct mail persuasion pieces
7. Talking points and strategy memo for surrogates (1-2 page)
8. Press release announcing your announcement speech (1-2 pages)
9. Social media strategy (3-4 pages)
   a. Topics
   b. Sample messages
   c. Calendar

Course Calendar (Bulworth starring Warren Beatty and Hale Barrie)

<table>
<thead>
<tr>
<th>Week 1: Introductions/What is political communication?</th>
<th>August 22- to August 27th</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td></td>
</tr>
<tr>
<td>- Read everything on navigation bar found at</td>
<td></td>
</tr>
<tr>
<td><a href="https://owl.english.purdue.edu/owl/resource/625/01/">https://owl.english.purdue.edu/owl/resource/625/01/</a></td>
<td></td>
</tr>
<tr>
<td>Example:</td>
<td></td>
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<tr>
<td>- Rhetorical strategies and devices</td>
<td></td>
</tr>
<tr>
<td>- Using Rhetorical Strategies for Persuasion</td>
<td></td>
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<tr>
<td>- Ethos, Pathos and Logos</td>
<td></td>
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<tr>
<td>- Fallacies etc</td>
<td></td>
</tr>
<tr>
<td>- Read Preface and Introductory Address in Safire text (p?)</td>
<td></td>
</tr>
<tr>
<td>- Read article on Presidential Logos for Wednesday discussion</td>
<td><a href="http://wapo.st/1JBinU4">http://wapo.st/1JBinU4</a></td>
</tr>
</tbody>
</table>

| **To Do**                                              |                          |
| - Participate in class lecture                         |                          |
| - Post Introduction Discussion                         |                          |
|   Topics Due 8/26,                                     |                          |
| - Post Discussion answers: Due                         |                          |
|   8/29                                                 |                          |
| - Find and analyze a political comm and identify the   |                          |
|   appeals based on ethos, logos, & pathos and be       |                          |
|   prepared to explain in class and/or discussion      |                          |
|   topics (not handing in)                              |                          |
| - Quizz #1                                             |                          |

<table>
<thead>
<tr>
<th>Week 2: Purpose, Styles and Strategies of Pol Comm</th>
<th>Aug 28 to September 3rd</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td></td>
</tr>
<tr>
<td>Chapters 1 -2 in Trent</td>
<td></td>
</tr>
<tr>
<td>- Chapter 1: Principles of Pol Comm (p1-20)</td>
<td></td>
</tr>
<tr>
<td>- Chapter 2 Functions of Pol Comm (p 21- 67)</td>
<td></td>
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<tr>
<td>- Linked: 10 Steps of Effective Copywriting</td>
<td></td>
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<tr>
<td>Found at <a href="http://www.entrepreneur.com/article/200220">http://www.entrepreneur.com/article/200220</a></td>
<td></td>
</tr>
</tbody>
</table>

| **To DO**                                            |                         |
| - Respond to Discussion topics                       |                         |
| - Quizz #2                                            |                         |
| - Team Assignment: Write direct mail fundraising letter supporting a presidential candidate |                         |

| Week 3: Mass Channels of Political Campaigning/ Sept 4 to September 10th |  |
Reading

Chapters 3, & 4 in Trent
- Chapter 3: Styles & Strategies of Pol Comm (69 -116)
- Chapter 4: Mass Channels (p 117-141)

Negative Campaigning
http://pcl.stanford.edu/research/books/goingnegative/

To Do
- Respond to Discussion topics
- Paper #1 due 9/13

Week 4: TV Ads in Political Campaigns | Sept 11 to September 17th

Reading
Chapters 6 & 7 in Trent
- Chapter 5 Types & Functions of TV ads (p145 -176)
- Review Willie Horton https://www.youtube.com/watch?v=lo9KMSZEZ0Y
- Review Daisy Ad https://www.youtube.com/watch?v=dDTBnsqXZ3k
- Obama at American University https://www.youtube.com/watch?v=F0HOw2i3UBU
- Chapter 6: Public Speaking in Campaigns (p 177-206)
- Including role of Speechwriters

To Do
- Respond to Discussion topics
- Quizz #3
- Team Assignment: Find a political TV ad from a PAST presidential campaign and analyze using your choice of analysis.

Week 5: Genres of Political Communications/ September 18 to September 24th

Reading
- Chapter 7: Recurring Forms of Campaign Speeches
- Announcement, Acceptance, Stump Speech, News Conferences, Apologia
- Apologia
  - Ted Kennedy Chappaquiddick https://www.youtube.com/watch?v=2M92JkJUtV
  - Nixon’s Checkers speech
  - https://www.youtube.com/watch?v=E0jwBDH-vhY

To Do
- Respond to Discussion topics

Week 6: Genres of Political Comm continued /September 25 to October 1st

Reading
- Stump Speech
  - Safire: Harry Truman Stump Speech (p )
- The Announcement Speech
  - Obama https://www.youtube.com/watch?v=gdJ7Ad15WCA

To Do:
- Respond to Discussion topics
- Quizz #4
- Paper #2
- Team Assignment – write the stump speech for
### Week 7: | The Role of Big Data, Direct Mail & Phones in Political Campaigns/ October 2nd to October 8th

**Reading**

**Direct Mail Persuasion**
- [http://www.wellstone.org/resources/tips-direct-mail-and-campaign-literature](http://www.wellstone.org/resources/tips-direct-mail-and-campaign-literature)

**Telephones** [http://www.winningcampaigns.org/Winning-Campaigns-Archive-Articles/Telephone-Essential-for-Campaigns.html](http://www.winningcampaigns.org/Winning-Campaigns-Archive-Articles/Telephone-Essential-for-Campaigns.html)

**Data Analytics:** [https://datafloq.com/read/big-data-obama-campaign/516](https://datafloq.com/read/big-data-obama-campaign/516)

**Writing:**
- Respond to Discussion topics
- Team Assignment: Write direct mail persuasion piece *against* a current presidential candidate
- Quizz # 4

### Week 8: | Debates in Political Campaigns /October 9th to October 15th

**Reading**

Chapter 8 in Trent (P 257-294)

- Debate History
- Strategies

From Substance to Style


**Kenney v Nixon**

[http://content.time.com/time/nation/article/0,8599,2021078,00.html](http://content.time.com/time/nation/article/0,8599,2021078,00.html)

**Big Moments in Debates**


**Writing:**
- Respond to Discussion topics
- **Paper #3**

### Week 9: | New Media and Campaigns/ October 16th to October 22nd

**Reading**

Chapter 11 in Trent (p 365 to 379)

- Campaigns and New Technologies
- Internet Tools and Strategies
- Text: Learning From Obama (P 1 TO END)
- Role of New Media in 2008
- [http://commons.colgate.edu/cgi/viewcontent.cgi?article=1108&context=car](http://commons.colgate.edu/cgi/viewcontent.cgi?article=1108&context=car)

**Writing:**
- Respond to Discussion topics
- Quizz number one
- **Team Assignment:** Write candidate talking points into Twitter messages

### Week 10: | Interpersonal Communication in Campaigns /October 23rd to October 29th
### Reading

**Effects Chapters 9 in Trent (p 295 to 323)**
- Chapter 9: Interpersonal Comm in Campaign
- With Voters
- With Contributors
- GOTV

**Week 11: Writing the Communication Campaign Plan / October 30th to November 4th**

**Reading**
- Chapters 10 in Trent (p 323 to 378)
  - Master Plan
  - Strategies
  - Political Consultants

**Writing:**
- Respond to Discussion topics

**Team Assignment:** Write 3 email messages: one to generic supporters, one to potential contributors and a GOTV message.

### Week 12: Role of Outside Groups: November 6th to November 12th

**Reading**
- Super PACs
  - [https://www.brennancenter.org/publication/shadow-campaigns-shift-presidential-campaign-funding-outside-groups](https://www.brennancenter.org/publication/shadow-campaigns-shift-presidential-campaign-funding-outside-groups)
- Other Special Interest

**Writing:**
- Respond to Discussion topics

### Week 13: Role of Outside Groups/ November 13th to November 19th

**Reading**
- Rhetoric of Outside Groups
- National Rifle Association [http://home.nra.org](http://home.nra.org)

**Team Assignment:** Read the links and 5 write talking

### Week 14: Campaign Ethics –Keeping the campaign and self out of trouble/ November 27th to December 3rd

**Reading**
- Brad Knott notes on Campaign Ethics (TBD)

**Writing:**
- Respond to Discussion topics
- Quizz #
- Paper #4 Due – reflection paper

### Week 15: Final Project/ December 4th to December 10th

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Fall 2016 Session 9
Reading
Final Project Due 12/17/16

Writing:
Respond to Discussion topics
Resources for Students

Students will find the Writing Center and the Speaking Center very useful for this course; the Tutor Iowa site is also very valuable for students seeking extra help:

- Writing Center: http://writingcenter.uiowa.edu/
- Speaking Center: http://speakingcenter.uiowa.edu/
- Tutor Iowa: http://tutor.uiowa.edu/

Continuing Education Policies and Instructions:

As a registered student in a Continuing Education course through The University of Iowa, you are responsible for the policies and instructions posted below. This information is also provided on your ICON course site under Content > Policies and Procedures.

Special Modifications: Subsequent to course enrollment, students needing accommodations should register with Student Disability Services, 3100 Burge Hall, (319) 335.1462, and obtain a Student Academic Accommodation Request (SAAR) form. The form will specify what course accommodations are judged reasonable for that student. The Division of Continuing Education is committed to both Section 504 of the Rehabilitation Act of 1973 and Section 508 of the Workforce Investment Act of 1998.

Academic Misconduct: All forms of plagiarism and any other activities that result in a student presenting work that is not his or her own are academic fraud. All academic fraud is reported to the departmental DEO and then to the Associate Dean for the Office of Academic Programs and Student Development. All incidents of academic misconduct (plagiarism and cheating) will be subject to the rules and regulations of the College of Liberal Arts and Sciences as defined and stated in section IX of the Academic Policies Handbook (http://clas.uiowa.edu/students/handbook).

Understanding Sexual Harassment: Sexual harassment is reprehensible and will not be tolerated by the University. It subverts the mission of the University and threatens the well-being of students, faculty, and staff. Visit this site (http://www.sexualharassment.uiowa.edu/) for definitions, assistance, and the full University policy.

Complaint Procedures: If at any time you have concerns about this class or your performance in it, please do not hesitate to contact me. If you do not feel that your concern has been resolved satisfactorily, you may contact the Department Chair (contact information provided at the top of page one of this syllabus). If you still do not feel that your concern has been resolved satisfactorily, you may contact the College of Liberal Arts and Sciences Office of Academic Programs and Student Development, 120 Schaeffer Hall, (319) 335-2633, clasps@uiowa.edu. All complaints must be made within six months of the incident. The College's complaint procedures are in section IX of the Academic Policies Handbook (http://clas.uiowa.edu/students/handbook).

Administrative Home of the Course: The administrative home of this course is the College of Liberal Arts and Sciences, which governs academic matters relating to the course such as the add/drop deadlines, the second-grade-only option, issues concerning academic fraud or academic probation, and how credits are applied for various graduation requirements. Different colleges might have different policies. If you have questions about these or other CLAS policies, contact your academic advisor or the Office of Academic Programs and Student Development, 120 Schaeffer Hall, (319) 335-2633,
clasps@uiowa.edu. The CLAS Academic Policies Handbook also contains important CLAS academic policy:  http://clas.uiowa.edu/students/handbook.