PERSONAL NOTE FROM PROFESSOR TO LEARNERS

Welcome to Campaign Management and Strategy, a course designed to acquaint you with the strategies and tactics to wage a winning campaign. Effective organizational structure is needed to devise an effective campaign strategy. Topics include: developing an effective message, organizing and managing campaign personnel, developing budgets, effective writing, and of course, crises management.

I hope that this course challenges your understanding of the political playing field. As Christians we are expected to view and develop organizations through a worldview perspective. Unfortunately many organizations do not share this philosophy. Therefore we must take the initiative to learn how such organizations operate so that we may devise appropriate strategies to ensure our Christian etiologies prevail. Hopefully you will enjoy the process of learning about managing a campaign and become proficient in it.

The mission of Regent University is to prepare leaders who will make a positive difference in the world. Remember as you go through the rigors of this course the Christian principles that will make the world a better place for all. I welcome all comments, recommendations, and concerns that you may have in order to improve your learning experience.

Dr. Bob Dyer
INTEGRATION OF FAITH AND LEARNING

The Robertson School of Government seeks to restore our nation's Judeo-Christian heritage, to renew the traditional values of citizenship in the public affairs of the United States, and to promote these ideals in all the nations of the world. To that end, leadership and policy issues are rigorously analyzed from various academic perspectives in a broad, multidisciplinary endeavor, emphasizing the application of Judeo-Christian principles to theoretical and practical problems. The program is designed to produce principled graduates who are morally, spiritually, and intellectually well-grounded and who are also equipped with the practical and technological skills needed to meet today's challenges of leadership in government, policy-making, and politics.

DESCRIPTION AND PURPOSE OF COURSE

This course provides the applied knowledge necessary for effective planning and strategic thinking for campaigns. The major components of a political organization are introduced, with emphasis on developing and implementing a campaign plan. The learner will develop techniques to produce an effective political message, recruit and organize personnel, budget management, and time management skills. Students will learn strategies to anticipate or confront crises situations, providing ethical approaches to implement damage control initiatives. Upon completion of this course the student will have the ability to implement a plan and strategic objectives in order to conduct a successful campaign.

COURSE GOALS

The goals of this course are as follows:

- To gain a thorough understanding of how to develop a successful campaign management strategy.
- To acquire the ability to interject Christian values and ethical principles into campaign strategies in order to promote servant leaders into elected office, fulfilling the mission of Regent University.
- To understand the importance of recruiting and managing key personnel and volunteers to implement an effective campaign strategy.
- To exhibit critical thinking and problem solving skills in order to develop a campaign strategy and trouble a crises situation should it arise.
- To understand the role of strategic thinking and organizational leadership in order to implement a winning overall campaign strategy.
COURSE OBJECTIVES

At the conclusion of the course the student will:

- Demonstrate an understanding of the importance of campaign strategy and tactic.
- Be able to articulate the importance of Christian values and morality in establishing a campaign strategy.
- Show ability to develop a campaign budget.
- Identify and recruit key personnel to work in a campaign.
- Articulate the importance of communicating and integrating with the entire campaign team.
- Demonstrate the ability to manage a campaign timeline.
- Demonstrate ability to develop a campaign literature and write effectively.
- Demonstrate ability to react to crises situations in an effective manner.
- Demonstrate ability to exhibit effective communication, both written and oral.
- Demonstrate ability to become an effective leader managing an campaign by designing effective strategies.

RESOURCES

Required Book Resources


Other Resources

It is also assumed that the student will develop independent research skills using various electronic resources to utilize appropriate books, journals, periodicals, and other sources to effectively complete written assignments. Such research skills must be evident in all written assignments.

COURSE PROCEDURES AND REQUIREMENTS

- Course procedures and requirements include substantive expectations for outside reading, discussions, written assignments, and Blackboard dialogue.
- This syllabus sets forth the guidelines and deadlines for assignments and activities for this course. This syllabus is subject to change to accommodate guest lecturers or update content material.
- Please check the Blackboard ‘ANNOUNCEMENTS’ and ‘COURSE DOCUMENTS’ sections at least twice each week.
- The Course Schedule will be posted separately in Blackboard under ‘SYLLABUS.’
- Unless instructed otherwise, all written assignments will be submitted and returned as attached files to email. Send documents to the Administrative Professor by twelve o’clock midnight on the respective due dates. Include the course number (GOV 682) in the e-mail subject line.
- It cannot be overemphasized that all assigned material must be read before the discussions. The readings form the foundation for all direct learning, participation, and written work in the course. Expect to have a firm grasp of the material at the beginning of each discussion to gain the greatest benefit from the provided learning contexts.
- If any questions, problems, or concerns arise please contact your instructor immediately.

GRADING OF ASSIGNMENTS

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<thead>
<tr>
<th>Class Requirements</th>
<th>% of Grade</th>
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<tbody>
<tr>
<td>1. Dialogue Participation &amp; Quality</td>
<td>40 %</td>
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<tr>
<td>2. Mid Term Exam</td>
<td>20 %</td>
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<td>3. Dick Morris Critique</td>
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<td>4. Polling Project</td>
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<td>5. Campaign Strategy Analysis</td>
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WRITING STANDARD FOR PAPERS

Written assignments will be turned into the instructor via electronic mail as an attachment by the assigned due date. Assignments and due dates are listed in the Course Schedule found under 'SYLLABUS' in Blackboard.

The most current Turabian manual is to be followed as the writing standard for this course. We also recommend Strunk and White's *Elements of Style* as an excellent resource for anyone writing in the public policy arena.

DIALOGUE RULES

As graduate students you will be expected to write and communicate on a high level. The purpose of dialogue in this course is first and foremost for you, the student to test your understanding of the assigned readings and to challenge your thinking of statesmanship and related issues. You can read the material, but the test of whether you have some mastery of the concepts and their relevance is the extent to which you can discuss and apply them. The three threaded discussion dialogues replace classes for distance students. Classroom students are required to do one posting per week. You will find some topics and concepts more useful than others or easier to understand and apply. Not everyone will see things the way your do, so we will all benefit from your comments. These comments come in the form of informational posts, questions, expansions, and debate over assumptions and conclusions.

Dialogue etiquette requires that posts not be longer than 400 words. One of the skills we want you to gain in this program is to learn how to write in a thorough, concise, succinct manner. The instructor will offer guidance and critique of your posts to help guide you toward the desired result. The focus of dialogue is on critical thinking skills as applied to the assigned readings. You are expected to use the discussions to show your understanding of, questions about, and application of the content of the reading.

The instructor will use a combination of objective and subjective measures to determine the grade for the dialogue. Since dialogue represents in-class discussion it is important that you enter the dialogue early and engage with other students and the instructors on an on-going basis. It is important that you fully support your statements. Remember that at the scholarly level we are interested in your supported conclusions and not opinions. It is important to build on what other students post. Thus, part of the evaluation will be a measure of how well you tie your post to the post of other students.

Please keep in mind that dialogue is not 'posting assignments' but rather a scholarly discussion among the members of each of the discussion groups. It is
important to question and probe the posts of other students. This is done to seek clarification and to, when appropriate, challenge the position of another student. Challenges should be for clarification and not just to challenge. If you understand and agree, then there is no need to challenge what another student posts. Timeliness is important. The dialogue areas will close after the last date in the schedule and the instructor will post the letter grade for each of the 10 dialogues.

**Dialogue grading will look at:**

- Logic and clarity of participation:
  - Quality - how well does the post cover Bloom’s Taxonomy (all the categories) -- Knowing, Comprehending, Applying, Analyzing, Synthesizing, and Evaluation
- Interaction with classmates, professors, and presenters:
  - Frequency/regularity - posts occur regularly throughout the open time period
- Ability to communicate:
  - Brevity - 400 words or less.

You will be graded on grammar, style, content, and efficiency.

**GRADING**

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(used for pass/fail courses only)
ACADEMIC HONESTY

The Regent University community of teachers and scholars affirms that the biblical principles of truth and honesty are absolutely essential. Indeed, the Bible contains numerous admonitions against false witness, dishonesty and cheating. Upholding the standard of academic integrity with its reliance on honesty is a responsibility of both faculty and students. Conduct that violates academic integrity includes:

1. **Dishonesty.** This is lack of integrity exhibited through lying, cheating, defrauding or deceiving. Examples of dishonesty include: copying from the examination paper of another, allowing one's own examination paper to be copied, reading without the instructor’s consent a copy of the examination prior to the date it is given, giving or receiving aid on a take-home examination, use of unauthorized aids, submitting the same work product in more than one course without the express permission of the instructor(s), or disclosing or accepting information if one takes a test at a different time than other students in the same course.

2. **Plagiarism.** This 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. Charges of violating academic integrity shall be handled according to established student discipline procedures published in the Catalog and the Student Handbook.

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**THIS SYLLABUS AND ASSIGNMENTS ARE SUBJECT TO CHANGE AT THE DISCRETION OF THE INSTRUCTOR**