PERSONAL NOTE FROM PROFESSOR TO LEARNERS

Welcome to Political Communication & Strategy, a course designed to acquaint you with the rough and tumble world of campaign communications. The purpose of every election is to put your candidate in office. To do this a winning strategy is essential. Effective communication with the voting public is necessary to achieve the desired results.

If a candidate cannot convey his or her message there is little chance of victory. As Christians, is it incumbent that we develop communication strategies that align our messages in elections with our World View beliefs. I hope that this course challenges you to be aggressive when determining winning communication strategies, yet sensitive to our Christian convictions.

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

The effective development and delivery of a campaign's message is an essential component to the success of any campaign. This course focuses on the development of an overall campaign communication strategy by creating effective messages. Methods of message delivery will also be covered as well as methods of assessing the impact of communications. The student will also learn the value and methodology of public opinion research in order to determine the effectiveness of political communication. This will be accomplished by interpreting the results of political data from both a quantitative and qualitative perspective. The role of the communications director and establishing effective relationships with the press and media will be explored. Upon completion of the course the student will become well acquainted with campaign communication strategies and techniques.

COURSE GOALS

The goals of this course are as follows:

- To gain a thorough understanding of ethical morals and values as they apply campaign communication strategies.
- To acquire the ability to interject Christian values and ethical principles into campaign communication, fulfilling the mission of Regent University.
- To gain appreciation of the various kinds of communication channels available to candidates.
- To exhibit critical thinking and problem solving skills determining communication strategies.
- To acquire skills to change and adapt campaign communication strategies when conditions dictate.
- To appreciate the importance of campaigns to promote a better society.

COURSE OBJECTIVES

At the conclusion of the course the student will:
• Demonstrate an understanding of the importance of effective campaign strategy in order to win elections.
• Be able to identify potential avenues of effective campaign communication to effectively deliver the candidate’s message.
• Show awareness of the framework of working with the entire campaign team to devise an overall winning strategy.
• Identify different technologies used in campaign communication
• Identify strategies for effective campaign advertising.
• Demonstrate an understanding and awareness of the political environment relating to campaign communication techniques.
• Demonstrate ability to develop a strategy for effective press relations.
• Demonstrate ability to exhibit effective speech writing skills.
• Demonstrate ability to set up an effective news conference.
• Demonstrate the ability to prepare a candidate for a debate.
• Devise a strategy to effectively establish a communication link between a candidate and the voter.
• Identify how to use polling data to alter or enhance a campaign communication strategy.

RESOURCES

Required Book Resources

• The Holy Bible

Other Resources

It is assumed that the learner 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.’
- The Dialogue Schedule will be posted separately in *Blackboard* under ‘SYLLABUS.’
- Classroom students will be required to do one posting per week. Distance education students will be required to do at least three interactive postings per week.
- 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 689) 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.

ASSIGNMENTS

- **DIALOGUE QUESTION RESPONSES:** Your responses to the ten dialogue questions will demonstrate your grasp of the material assigned and your ability to process information and communicate your ideas. Be sure to make appropriate references to your assigned readings in your responses. You are expected to complete these assignments on time and actively participate in dialogue. Distance students are expected to interactively post three times per week by Sunday of the assigned week. No more than 400 words. (50% of grade)
• ASSIGNMENT 1: CANDIDATE INTERVIEW – You will be required to contact a local member of the Virginia House of Delegates or Senate and conduct an in depth interview. Criteria of the assignment will be given at the appropriate time. (10% of grade)

• ASSIGNMENT 2: CAMPAIGN MANAGER INTERVIEW - You will be required to contact a campaign manager for an elected official to conduct an interview. Criteria of the assignment will be given at the appropriate time. (10% of grade)

• ASSIGNMENT 4: CASE STUDY – This assignment requires you to select the campaign of any prominent elected official (state or federal) and write a detailed report regarding the communication strategy of that campaign. Specific criteria for the assignment will be given at the appropriate time.. (10% of grade)

• ASSIGNMENT 5: CAMPAIGN COMMUNICATION DESIGN – This assignment will require you utilize all of the information you derived from this course and design and campaign communication strategy for a candidate. Extra credit will be given if you participate in an actual campaign. (20% of grade)

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.

As graduate students you will be expected to write and communicate on a high level. You will be graded on grammar, style, content, and efficiency.
Blackboard is an online collaborative learning environment. To access Blackboard connect to [http://blackboard.regent.edu](http://blackboard.regent.edu) using your Internet Browser. Please note that you will need Internet Explorer 4.01 or higher or Netscape 4.0 or higher to use all the features, such as the virtual text chat option. We suggest you add this URL as a favorite bookmark as soon as possible. At the login page, select 'Login' and enter your login name and password. Answers to current technical questions can be found from this login page.

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 you 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 grade as a percentage of 100 for each of the ten dialogues.

**Dialogue grading will look at:**

- Logic and clarity of participation: 40%
  - 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: 30%
  - Frequency/regularity - posts occur regularly throughout the open time period
- Ability to communicate: 30%
  - Brevity - 400 words or less.

**Dialogue Schedule:** in the ‘SYLLABUS’ section of Blackboard
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**