

Syllabus for Communication 3060-01/POLS 3930-02: Political Communication (17880/18306)

Fall Semester 2016

Tuesdays and Thursdays, 12:45-2:00, Morrissey Hall 2720

Instructor: Elizabeth Richard, Ph.D.
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Office Hours: Mondays and Wednesdays, 3:00-4:30 (Appointments are also available)

Texts

Campbell, K. K. & Jamieson, K. H. (2008). *Presidents creating the presidency: Deeds done in words*. Chicago: University of Chicago Press.

Edelman, M. (1988). *Constructing the political spectacle*. Chicago: University of Chicago Press.

Students are also encouraged to have consistent access to the 6th edition of the APA Style Manual. This is the standard reference citation format used by the Department of Communication.

Student Success Center Syllabus Statement:

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. The Student Success Center assists students with academic and career related services, is located in the Busch Student Center (Suite, 331) and the School of Nursing (Suite, 114). Students can visit www.slu.edu/success to learn more about: · *Course-level support* (e.g., faculty member, departmental resources, etc.) by asking your course instructor. · *University-level support* (e.g., tutoring services, university writing services, disability services, academic coaching, career services, and/or facets of curriculum planning).

Disability Services Academic Accommodations Syllabus Statement

Students with a documented disability who wish to request academic accommodations **must** contact Disability Services to discuss accommodation requests and eligibility requirements. Once successfully registered, the student also **must** notify the course instructor that they wish to access accommodations in the course.

Please contact Disability Services, located within the Student Success Center at Disability_services@slu.edu or [314.977.3484](tel:314.977.3484) to schedule an appointment. Confidentiality will be observed in all inquiries. Once approved, information about the student's eligibility for academic accommodations will be shared with course instructors via email from Disability Services and viewed within Banner via the instructor's course roster. Note: Students who do not have a documented disability but who think they may have one are encouraged to contact Disability Services.

Title IX Syllabus Statement

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX coordinator, Anna R. Kratky (DuBourg Hall, room 36; akratky@slu.edu; [314-977-3886](tel:314-977-3886)) and share the basic facts of your experience with her. The Title IX coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus. If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK. To view SLU's sexual misconduct policy and for resources, please visit the following web addresses:

<http://www.slu.edu/general-counsel-home/office-of-institutional-equity-and-diversity/sexual-misconduct-policy> and/or www.slu.edu/here4you .

Academic Integrity Syllabus Statement

Academic integrity is honest, truthful and responsible conduct in all academic endeavors.

The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service via which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.

The governing University-level Academic Integrity Policy was adopted in Spring 2015, and can be accessed on the Provost's Office website at: http://www.slu.edu/Documents/provost/academic_affairs/University-wide%20Academic%20Integrity%20Policy%20FINAL%20%206-26-15.pdf.

Additionally, each SLU College, School, and Center has adopted its own academic integrity policies, available on their respective websites. All SLU students are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions, and appeals. Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program, or the Dean/Director of the College, School or Center in which your program is housed.

Attendance and Tardiness

The expectation in graduate school is that students attend each class and deliver assignments on time. In the case of serious illness or emergency, please contact me as soon as possible, preferably before the absence and/or missed deadline, so other arrangements can be made.

Assignment Submission

Assignments should:

- Be on time (see late policy).
- Closely represent the requirements listed in the assignment. (12 pt. Times New Roman, double-spaced)
- Document any source materials using APA reference style.
- Be carefully proofread and edited so that the finished product represents each student's best work.
- I do not accept assignments by email.

Email

I try to check my email at least twice daily, Monday through Friday between the hours of 8:00 AM and 5:00 PM. However, do not assume that I will receive or reply to your emails immediately. If you email me and don't hear back from me within 48 hours, please resend the message, call me, or drop by my office hours.

Cell phones and other cool gadgets

I do not approve of the use of cell phones or other gadgets in class. They must be turned to a silent setting (not vibrate) once class begins. If for a serious reason you must be available via cell phone during class, please discuss this issue with me at the beginning of class. I do allow the use of laptops for the purposes of taking notes only. Please note that this is one of the course policies abused by students most often, which I find to be hugely disrespectful.

Classroom Decorum

Professionalism and open, appropriate communication will be expected at all times during class, as well as interaction with me, the instructor, both inside and outside of the classroom. Racism, sexism, and otherwise offensive remarks, behaviors, or language will not be tolerated in class, during presentations, or on written assignments. It is assumed that students will have a level of maturity that will allow them to talk about diverse issues with both a serious engagement and an open mind. Moreover, students will be expected to respectfully deal with group conflict as it arises. This does not mean that we cannot disagree with each other, only that there are ways to disagree without being disagreeable.

Assignments

Your work should demonstrate that you understand the course readings and discussions, but you should also try to make arguments about what you read that reflect your own thinking and experience. Please use APA style. ALWAYS cite your sources.

Grading

| | | |
|---|---------------|-----|
| Three blogs/essays (350-500 words each) | 100 pts. each | 30% |
| Class participation/DebateWatch | 200 pts. | 20% |
| Constructing the Political Spectacle, 2.0 Project | 250 pts. | 25% |
| Rhetorical Analysis of a Pres./Candidate (8-12 pages) | 250 pts. | 25% |

| | | | |
|----|----------|----|----------|
| A | 92-100% | C+ | 77-79.9% |
| A- | 90-91.9% | C | 72-76.9% |
| B+ | 87-89.9% | C- | 70-71.9% |
| B | 82-86.9% | D | 60-69.9% |
| B- | 80-81.9% | F | 0-59.9% |

Paper Evaluation Rubric

A = significantly exceeded basic criteria / distinguished for superior performance (free of errors, strong organization & use of evidence)

B = exceeded basic criteria in some way / above average (few simplistic errors, organization & evidence could be more clearly linked)

C = met basic criteria / average (frequent errors in spelling / grammar, unclear organization & evidence use)

D = failed to meet basic expectations (poor quality work, readability inhibited by the writing quality, use of theory & evidence not clear)

F = incomplete work (disregard for assignment format / content, fraught with errors)

An "A" Paper:

1. Fully completes all parts of the assignment in a thoughtful manner.
2. Includes a concise and clear thesis or topic sentence.
3. Has an effective introduction and conclusion.
4. Provides support (examples, evidence) for arguments with adequate yet focused details.
5. Acknowledges and documents sources.
6. Is well organized.
7. Is free of grammatical and spelling errors.
8. Uses appropriate vocabulary and format.
9. Shows originality and creativity in completing the assignment.
10. Maintains a level of excellence throughout the entirety of the paper.

A "B" paper does all of the above (1-10) in a superior way, but without the level of originality or creativity of an A paper and/or has some minor errors or flaws.

A "C" paper does all of the above (1-10) in a satisfactory manner but includes more (or more serious) errors or flaws.

A "D" paper is missing some of the above (1-10) and/or includes many serious and minor errors or flaws. (Rough drafts without additional work often resemble a C or D paper.)

A "F" paper is missing many of the above (1-10) and/or includes many serious and minor errors or flaws.

Tentative Course Schedule: This course will cover both current events as well as established texts. Given the fluid nature of current events, please understand that this schedule is subject to change.

| Date | Topic | Reading and Assignments |
|---------------------------|---|---|
| Week 1 Aug. 23 | Course intro | |
| Aug. 25 | Intro: The Rhetorical Presidency | C&J: Ch. 1, pp. 1-28 |
| Week 2 Aug. 30 | Some Premises about Politics | ME: Ch. 1, pp. 1-11 |
| Sept. 1 | Starting the CPS, 2.0 Project | If you have a laptop or similar, please bring it. |
| Week 3 Sept. 6 | The Construction and Uses of Social Problems | ME: Ch. 2, pp. 12-36 |
| Sept. 8 | CPS, 2.0 | Bring your links! |
| Week 4 Sept. 13 | The Construction and Uses of Political Leaders | ME: Ch. 3, pp. 37-65 |
| Sept. 15 | CPS, 2.0 | Bring your links! |
| Week 5 Sept. 20 | The Construction and Uses of Political Enemies; The Ambiguities of Political News | ME: Ch. 4-5, pp. 66-102 |
| Sept. 22 | CPS, 2.0 | Bring your links! |
| Week 6 Sept. 27 | Political Language and Political Reality; The Political Spectacle as Tactic and Mystification | ME: Ch. 6-7, pp. 103-130 |
| Sept. 29 | Constructing the Political Spectacle Recap | Constructing the Political Spectacle Recap |
| Week 7 Oct. 4 | Preparing for DebateWatch; TBA | Preparing for DebateWatch; TBA |
| Oct. 6 | Preparing for DebateWatch; TBA | Preparing for DebateWatch; TBA |
| Oct. 9 | DebateWatch Event Tonight | Center for Global Citizenship |
| Week 8 Oct. 11 | Inaugural Addresses | C&J: Ch. 2 |
| Oct. 13 | Special Inaugural Addresses | C&J: Ch. 3 |
| Week 9 Oct. 18 | Fall Break: No Class | Fall Break: No Class |
| Oct. 20 | National Eulogies | C&J: Ch. 4 |
| Week 10 Oct. 25 | Pardoning Rhetoric | C&J: Ch. 5 |
| Oct. 27 | State of the Union Addresses | C&J: Ch. 6 |
| Week 11 Nov. 1 | State of the Union Addresses, cont'd. | |
| Nov. 3 | Presidential War Rhetoric | C&J: Ch. 9 |
| Week 12 Nov. 8 | Election Day | TBA; Blog/essay due |
| Nov. 10 | Election Coverage | TBA; Blog/essay due |
| Week 13 Nov. 15 | Election Coverage | TBA; Blog/essay due |
| Nov. 17 | Presidential Rhetoric of Self-Defense and Apologia | C&J: Ch. 10; Prasch article on Apologia (BB) |
| Week 14 Nov. 22 | Rhetoric of Impeachment | C&J: Ch. 11 |
| Nov. 24 | Thanksgiving Day: No Class | Thanksgiving Day: No Class |
| Week 15 Nov. 29 | Farewell Addresses; Conclusion | C&J: Ch. 12-13 |
| Dec. 1 | Last Day of (this) Class; TBA | Last Day of (this) Class; TBA |
| Week 16 Dec. 6 | No Class: Reading Day | No Class: Reading Day |
| DEC. 13 | FINAL EXAM: NO EXCEPTIONS | FINAL EXAM: TUES. 13 DECEMBER, 12:00-1:50 |

