

**UNT DALLAS**  
UNIVERSITY OF NORTH TEXAS AT DALLAS  
**Spring 2024 SYLLABUS**

**PSCI 3160.0001: Mass Media in American Politics**  
**3 Hrs.**

Department of Social Sciences		Division of Liberal Arts and Life Sciences	
Instructor Name:	Walt Borges, PhD		
Office Location:	Remote email and streaming contact only		
Office Phone:	972.338.1552 (I only answer and check phone messages when I am in the office. Please communicate by official university email if you want a prompt reply.)		
Email Address:	<a href="mailto:walter.borges@untDallas.edu">walter.borges@untDallas.edu</a> (do not use Canvas for email communication)		
Office Hours:	<p>Office hours are structured as in a professional office. I do not sit in my office waiting for you to show. I go to other offices to conduct business, I eat lunch, I do chores. See your Canvas course page Student Information folder for times I am on campus.</p> <p>Usually I see students Immediately before or after TTh classes. (9am – 9:50 am, 1 -2:20 pm. or after 3:50 pm) But anytime I'm in the office, we can meet, as long as I am not engaged in something pressing.</p> <p>To ensure we don't waste time, please do what people do in the real world: make an appointment. Appointments are first come, first served. Making an appointment will guarantee you access at times that fit <u>your</u> schedule.</p> <p>Personal matters relating to grades or private matters should be scheduled for a private Zoom or Teams conference, but not during the times blocked out for other classes.</p> <p>Whether I am home or in the office, I try to respond to all enquiries between 10 am and 5 pm each day. That includes Mondays, Wednesdays and Fridays, when I usually am not on campus.</p>		
Virtual Office Hours:	None, but you may email at any time. I will try to answer within 24 hours. On weekends, expect longer delays.		
Classroom Location:	FH 336		
Class Days & Times:	TTh 11:30 am – 12:50 pm		
Course Catalog Description:	An examination of the role and impact of the news media, political advertising and the professionalization of government communications on public opinion, participation, institutions and governance.		
Prerequisites:	None		
Co-requisites:	None		
Required Texts:	<p>Iyengar, Shanto. 2011. <i>Media Politics: A Citizen's Guide</i>, 3<sup>rd</sup> or 4<sup>th</sup> ed. New York: WW Norton.</p> <p>Video clip archives for the class are located at <a href="https://mediapolitics.stanford.edu">mediapolitics.stanford.edu</a></p>		

	<p><b>Vaidhyathan, Siva. 2018. <i>Antisocial Media: How Facebook Disconnects Us and Undermines Democracy</i>. New York: Oxford University Press.</b></p> <p>Other useful sites include <a href="http://www.livingroomcandidate.org/">http://www.livingroomcandidate.org/</a> for presidential campaign ads. A range of campaign ads are available on YouTube.</p> <p>Students should also follow press and political communications trends through the Pew Research Center:  <a href="http://www.pewresearch.org/">http://www.pewresearch.org/</a>  <a href="http://www.people-press.org/">http://www.people-press.org/</a>  <a href="http://www.journalism.org/">http://www.journalism.org/</a></p> <p><b>Students are required to keep current on public affairs.</b></p>
<b>Recommended Texts and References:</b>	None, but additional online readings linked to homework assignments and quizzes may be assigned.
<b>Access to Learning Resources:</b>	<p>UNT Dallas Library:  phone: (972) 780-3625;  web: <a href="http://www.unt.edu/unt-dallas/library.htm">http://www.unt.edu/unt-dallas/library.htm</a></p> <p>UNT Dallas Bookstore:  phone: (972) 780-3652;  e-mail: <a href="mailto:1012mgr@fhcg.follett.com">1012mgr@fhcg.follett.com</a></p>
<b>Course Goals or Overview:</b>	<p>Everything we thought we knew about conventional politics was knocked out of alignment by the 2016 presidential election campaign. Observers of the American polity knew that, since 1960, American electoral politics had been less about parties and more about candidates and their images. Yet no astute observer predicted that cynical marketing and post-truth politics would devalue news and information and raise fundamental questions about knowledge, news and democracy. And few predicted a Trump presidency. In four years, Donald Trump radically altered the practice of presidential communications, and, many would say, not for the better. Political communications is a brave new world indeed.</p> <p>This course offers students an opportunity to reconceptualize the new political landscape and identify social and new internet-based media as powerful tools in American politics. Students should emerge from the course with a deeper understanding of modern information practices in both the public and private spheres, an understanding that is increasingly necessary for citizens, but crucial for those pursuing careers in the professions and government.</p> <p>This is a course about politics. Politics in a democracy requires communication between the governors and the governed, and the news media serve not just as major conduits of news and political messages, but as important analysts and interpreters of the messages sent by candidates, officeholders, special interests and the mass public. The course is designed to give you a background in the development of the press as a group of information-based institutions. The course is an investigation of the relationships of the public, press and the government through the mechanisms of campaign communications, public opinion and the dissemination of government-generated information.</p> <p>What role the news media will play in the future is a larger question, and the answers are uncertain. Is the press an institution that helps the government, political parties and powerful economic interests manipulate viewers and readers, or is it a major obstacle to manipulation? Does an independent and free press help or hinder democracy in the United States and around the world?</p>

	We will examine the theoretical and actual roles played by the press in public affairs to develop understanding of current and persistent problems of press performance such as bias, independence, manipulation by government and special interests, and the quest for profits at the expense of public service. We will investigate the impact of emerging technologies – the printing press, telegraph, radio, television, Internet and smart cell phones – on the institutions of the press and on political communication. We will look at how the changing business of news media has impacted the traditional practices of news gathering and altered the definition of news. We will view substantial numbers of campaign ads, political videos and news reports in class to determine targeted audiences, approaches to political persuasion and the extent of spin. And we will examine the practices of pack/ herd journalism to determine if journalistic standards are met.
<b>Learning Objectives/Outcomes:</b> At the end of this course, the student will:	
1	Analyze and discuss the complex communications techniques used in the current political environment, including social media.
2	Demonstrate the ability to write cogently about major issues in political communication and the business of news.
3	Define roles and processes used in the news media and government communications processes.
4	Identify past, current and future issues of political communication through private news organizations and the framing and manipulation of news by government officials.

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## Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

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- **Exams** – Written tests include identification, multiple choice, short answer and essay questions, and are designed to measure knowledge of presented course material.
- **Class Participation** – Regular attendance , speaking in class discussions or asking relevant questions count towards class discussion. For each two classes you miss, you lose one participation point. Be on time and sign in to get full credit for participation. Late arrivals or frequent early departures will cost you participation points.

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### Grading Matrix:

<i>Assessment</i>	<i>Measures SLO</i>	<i>Weight (%)</i>	<i>Aggregate</i>
<b>Ad analysis</b>	1,2,3,4	20 percent	20%
<b>Midterm exam</b>	1,2,3,4	15 percent	35%
<b>Portfolio and summaries</b>	1,2,3,4	20 percent	55%
<b>Campaign communications plan</b>	1,2,3,4	20 percent	75%
<b>Final exam</b>	1,2,3,4	20 percent	95%
<b>Class participation</b>	1,2,3,4	5 percent	100%

**Attendance:** Zoom meetings keep a record of who attends and for how long. One point of the attendance, discussion and engagement score will be docked for each Zoom session where a student is not present for 60 minutes of the 80-minute total. In the case of classes ending early, the required time will be reduced. If you consistently miss class sessions, you will find that your grades on assignments may suffer.

**Presentations:** All presentations are posted on Canvas prior to the semester. There will be modifications to many of the presentations because of the incorporation of Vaidhyanathan's book into the course. Presentations are text and visual notes that are not a substitute for the material presented in class.

### Course Outline (next page)

Reading assignments should be completed by the date listed, but if the course schedule falls off pace, as I think it will, you should adjust your reading. While there is no penalty for not doing so, the failure to read the book will catch up with you at the end of the course.

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated by the instructor in class and by posting on Canvas.

<b>DATE</b>	<b>TOPICS</b>	<b>PPT</b>	<b>Readings</b>	<b>Assignments</b>
T Jan.16	General course info / Writing for this class / Syllabus review.	1		
Th Jan. 18	The new political environment: 2016-2020?	2	Vaidhyanathan (SV): Intro Canvas: Six Takeaways on news media 2021 Lying and Manipulation readings Coverage of Hitler and Mussolini Riefenstahl and Dietrich Begin Democracy & Truth readings	
Th Jan.25	Fire and Fury: Journalism, entertainment or something new?		Canvas: Complete Democracy & Truth readings Fire and Fury readings: Gessen review Brooks column Optional - F&F excerpt	
T Jan. 30	Democracy, information and media politics.	3	Iyengar ch 1 Iyengar ch 2: 19-28 SV: Conclusions	
Th Feb. 1	Audience and Ads: How to analyze campaign ads		Canvas: Russian Disinformation readings Facebook and political ad readings (TK)	
T Feb. 6	More campaign ads -- Citizens United		SV: ch 1 Canvas: Covering and analyzing the 2020 elections readings	
Th Feb. 8	Son of campaign ads			
T Feb. 13	Elite entitlement v. dumbass democracy? Watchdogs, gatekeepers and other mythical creatures of democracy.		SV: ch 2-3	
Th Feb. 15	Modeling political communication. Roles and audiences. Political communication: Theories of the press, the public and political elites	4	Canvas: Borges IESBS Zaller - How Citizens Acquire Info	
T Feb. 20	Klapper, Zaller and press-centered theory	5	Iyengar, ch 8 SV: ch 4	

<b>Th Feb. 22</b>	Press centered theory	6	SV: ch 5 Canvas: Trump's lies Manipulation – nudge	<b>Campaign ad analysis due submitted via Canvas under filename [yourlastname] 3160 ads"</b>
T Feb. 27	A Brief History of The Times	7	SV ch 6-7	
Th Feb. 29	The American press – revolutions and regulations The Age of Marketing, Advertising and Disinformation (MAD)	8	Canvas: Zaller - Elite domination of public opinion	
<b>T March 5</b>	<b>Midterm – in class</b>			
Th March 7	Writing news: legacy and new media		Iyengar ch 5 Canvas: New Tech Environment readings New Media readings	
March 11-17	Spring Break – No classes			
T March 19	Campaign communication	9	Iyengar ch 6	
Th March 21	Parties, campaigns and news media		Iyengar ch 9	
<b>T March 26</b>	The art of spin			<b>Portfolio due submitted via Canvas under filename "[yourlastname] 3160 portfolio"</b>
Th March 28	Covering campaigns	10	Iyengar ch 2: 45-47	
T April 2	What shapes modern reporting	11		
Th April 4	Media systems: US and world	12	Iyengar ch 2: 28-44, Canvas: Links to Pew State of the news media 2021	
T April 9	The news media marketplace		Iyengar ch 3	
Th April 11	Governing by media	13	Iyengar ch 7	
T April 16	Congress and the news media			
Th April 18	Presidential popularity and the press	14	Iyengar ch 10	
<b>T April 23</b>	Presidential control	15		<b>Campaign communications plan due submitted via Canvas under filename "[yourlastname] 3160 plan"</b>
Th April 25	Conflict, indexing and proximity.	16	Iyengar ch 4	
T April 30	Wars and the press			
Th May 2	The problems of media politics			
<b>Th May 9</b>	<b>Final exam – 2-4 pm</b>			<b>Note early start time</b>

## University Policies and Procedures

### Incompletes:

In order to receive an incomplete in this course, the [Grade of Incomplete Form](#) posted on the Registrar forms site must be completed, signed and returned to the Office of the Registrar by the deadline posted in the Academic Calendar, Dec. 1. This means you need to start the process by Nov. 23 to ensure it receives all the necessary approvals. For other questions related to grade of incomplete, contact Dr. Dawn Remmers, Assistant Provost, at [dawn.sales@untdallas.edu](mailto:dawn.sales@untdallas.edu).

### Students with Disabilities (ADA Compliance):

The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. Grades assigned before an accommodation is provided will not be changed as accommodations are not retroactive. For more information, you may visit the Student Life Office in the Student Center or call 972-780-3632.

**Student Course Evaluation (CoursEval):** Student evaluation of teaching effectiveness is a requirement for all organized classes at UNT Dallas, providing information for the university, accreditation agencies, the state higher education agency and the instructor. A short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students. Your comments help me improve my teaching and to figure out what works for students and what doesn't. Please complete the survey when you are notified that it is available.

### Assignment Policy:

1. Late assignments will be penalized 10 percent per day late.
2. I will only accept emailed assignments through Canvas. Please learn how to use the assignments button to file your assignments..
3. Format and citation requirements will be included on written assignments and posted on Canvas. An American Political Science Association handout sheet provides details of bibliography and citation form, and it is posted on the class pages on Canvas under the Writing folder. Portfolio assignments and formats are also there.

### Exam Policy:

Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).

### Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the UNT Dallas Academic Integrity Policy in the appropriate Catalog at <http://dallascatalog.unt.edu>.

Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person, submitting work previously used without informing the instructor, submitting work prepared with artificial intelligence assistance without instructor authorization, or tampering with the academic work of other students.

### **Use of Artificial Intelligence in Political Science Courses:**

Intellectual honesty is vital to an academic community and for a fair evaluation of your work. The Political Science program deems the unacknowledged use of generative artificial intelligence writing tools often constitutes plagiarism, or contains falsehoods and made-up quotes. Generative AI often embodies predictable writing \*or contract cheating which are already implicitly addressed in our Academic Integrity policy. (Generative AI products include ChatGPT, Grammarly GO, GPT-3, GPT-4, BERT, and others.)

Therefore, UNT Dallas political science degree program will enforce the following: artificial intelligence apps and programs to assist in writing course assignments such as term papers, final exams or other graded work are prohibited in all political science classes, unless the instructor of a particular class has:

1. authorized the use of AI technology in writing posted in a syllabus or on the course Canvas web site,
2. authorized the use of AI technology only for specific assignments, tests or exams, and
3. authorized the use of AI technology for all class members for each assignment designated.

Please note:

Alleged ignorance of the program's AI policy is not a valid defense for violating academic integrity through the use of another person's work.

If an instructor allows the use of AI technology for one assignment, this does not imply that the instructor has authorized the use of AI in other course assignments or exams, or that the limited authorization of AI use for one assignment validates its use in other in other political science courses.

Students should cite the AI program used in the bibliography or research sources. If such a list is not required for the assignment, students should specify use of an AI product in a note to the instructor. Not citing the use of AI is a violation of PSCI departmental policy on academic integrity.

### **Web-based Plagiarism Detection:**

Please be aware in some courses, students may be required to submit written assignments to Turnitin, a web-based plagiarism detection service, or another method. If submitting to Turnitin, please remove your title page and other personal information.

### **Bad Weather Policy:**

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website [www.unt.edu/dallas](http://www.unt.edu/dallas). Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

### **Attendance and Participation Policy:**

All my classes are now designed as face-to-face, but you will be able to access the written course content at any time. Participation and attendance is gradable.

You are responsible adults and should be judged on your mastery of the course content and not on whether you keep a seat warm. Stuff happens. You know it, I know it, so there will be no penalty for missing up to two classes without an excuse. But any absence beyond that need to be documented in writing, and not by a note from your mother or dad. Medical receipts and funeral notices are standard documentation, and I have even had students send me photos of their car accidents on the way to campus. I'll be generous, but that's at my discretion.

But let me warn you – you must keep up with the readings and the presentations. If you are sloughing off, you will find yourself with a massive time commitment when the exams roll around.

It is your sole responsibility to view the presentations if you miss class. Don't ask for a video conference to discuss what you missed. Read, view and review before you ask for a consultation.

In the case of extended absences due to illness or crises, you are expected to inform the instructor as soon as possible about the extent of your absence, preferably before the absence occurs. You will be required to provide medical documentation of treatment. If you cannot provide it, you will end up talking with either Dean of Students Jose da Silva or Associate Provost Dawn Sales, or both.

In all cases, missing exams and other assignments requires a good-faith effort on your part to inform the instructor of your absence beforehand. Unless you have a rock-solid reason for missing the test, you will not be permitted to make it up.

**Diversity/Tolerance Policy:**

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive and inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Office of Student Life as the instructor deems appropriate.

**CLASS-SPECIFIC POLICIES:**

- **Do not attempt to communicate with the professor through the Canvas mail function.** I do not check it and I will not respond. Communicate through my official university e-mail listed at the top of this syllabus. I communicate with you by responding to whatever e-mail address you use to send your message. General notices are posted as announcements on Canvas and/or as email to your official university address. Failure to check your email is no excuse for missing changes in test dates or assignments.
- **Read the assigned material before class..** The readings have two purposes. First, the text serves to refresh your memory of those distant government classes you once took in middle and high school. Second, the text will introduce you to the themes of the course – power and choice. Other readings and assignments will address specific political behavior characteristics, policy problems, government organization, and procedural anomalies that are not addressed in the text, so make sure you complete those on time.
- **There are no ‘right’ answers to many of the issues we will discuss,** and you will not be graded on your opinions. However, please take into account that opinions supported by facts are more persuasive than opinions supported by more opinions. Make your arguments accordingly.

**Flaming or intimidating fellow students will not be tolerated.** Students are expected to be considerate of others. This means silencing cell phones, arriving on time, not leaving early and being respectful of others during discussion and debate. Opinions and arguments are fair game; the speaker is not. Listening courteously is a real world skill, and I have a commitment to civil discourse that I will enforce.



## ASSIGNMENTS

### Ad Analysis Memo - due Feb. 16

The paper assigned in this class is designed to actively teach analytical and communication skills that often are demanded in a media-rich work environment. The memo that you will write has two parts and should be a minimum of five full pages double-spaced.

The memo should:

- Meet all format requirements listed below.
- Contain a properly formatted bibliography or reference page listing all appropriate sources that are referenced in the text using in-text citation (see the Canvas Writing folder for instructions and examples). At least four should be ads cited and three other sources should be included. These other sources should not be used simply to establish facts; rather they should be used to introduce ideas, trends or analysis criteria.
- Be written an effective memo form, i.e. for each part:
  - State the problem, puzzle or policy you are addressing;
  - State your proposed solution or plan;
  - Present your assumptions and argument, supporting each point with factual evidence, not the opinions of others (Recall that I am grading you, not the cited authors);
  - Justify your plan by explaining why you recommend each proposal. Remember that timing is important.

Grading: The term paper will be evaluated 80 percent on content and 20 percent on writing.

#### Prompt

**You are a consultant with W.E.B. Lyon Communications, a Dallas-based public relations and political communications firm. The principals have assigned you to help Texas state senator Sanctimonious Twaddle determine the advertising strategies for his campaign to become the state's next U.S. senator in 2020. Assume that Twaddle already has local but not statewide name recognition. He has served as for six years (he is in his second term) in the Texas state senate as a Republican, but has never held statewide office. He is now seeking national office.**

**Twaddle has come to you with a couple ideas but mostly he wants to evaluate the relative value of using guns in his campaign advertising. He believes this is the latest trend for candidates in both parties, and he thinks being pro-gun is the way to go.**

#### Writing The Memo

##### Intro

Address the memo to Twaddle and concisely state the problem and your proposed solutions in the first paragraph. Be aware that memos are an effective way to communicate for people pressed for time, and do not overstate your case or go in for cheap flattery. Yeah, I know, I've had several students tell me that's how you get ahead in Dallas. I think not.

**Write a memo analyzing the use of guns in ads for a potential Republican US Senate candidate. Cite at least four ads. YOU MAY ONLY USE TWO OF THE FOUR LISTED BELOW.** Make sure they and their URLs are properly cited in the references list. (Set up the question and get right to the analysis without defending a thesis. Don't make long summary statements. Be specific in your analysis. Include a specific recommendation on whether to run a gun ad or not. Be terse.

For example, here are a few links to get you started. Don't forget the Dale Peterson ad you saw in class. It is perfectly fine to use just these ads for the analysis, but do not forget to cite them properly. **Caveat: I would not rely just on these ads, as there are now many gun-based ads in circulation. I suggest you find at least three that are not mentioned here to write about in your paper. Include a link to the ads you use in the reference list.**

**US Sen. Joe Manchin, D–West Virginia (2010)**

<https://www.youtube.com/watch?v=xIJORBRpOPM>

**Jodi Ernst, R-Iowa (2014)**

<https://www.youtube.com/watch?v=I3mG9fNOZp4>

**Will Brooke, R-Alabama (2014)**

<https://www.youtube.com/watch?v=0I2z9cCC9zs>

**Estakio Beltran, D-Washington (2014)**

<https://www.youtube.com/watch?v=cuFdkSt8-8o>

You should:

- Explain to Twaddle whether he should he use guns in ads, given the nature of his audience(s).
- Specify which audiences each ad targets (some seek multiple audiences) and what other audiences might be offended.
- Recommend whether a gun ad is more valuable in a primary campaign or a general election campaign and why that is (we are assuming a March primary and an early November election).

### **Things to Think About**

So you are going to claim that Texas is a pro-gun state. How are you going to justify that statement? Provide evidence (a poll) that is not simply a quote of a political leader or the NRA.

What is the role of the candidate's party in this recommendation? How would you describe the Democratic Party views of guns? Is gun ownership and use a bipartisan issue, i.e. do Democrats in Texas or the mountain states share urban anti-gun perspectives?

## Portfolio assignment – due March 26

### **I. Students will diversify their readings and develop research skills by collecting eight articles and writing up related one-page, single-spaced summaries.**

The items should be in-depth articles from academic journals and serious magazines, but in depth work that appears in newspapers or online news sites may occasionally be appropriate. The selected articles should not just be descriptive, but should address some issue, trend or problem of the news media in democracy. There may be other types of items that are similar but not listed here. Check with the professor if you have something unusual.

You may not use material reviewed in class or in the class outline. Part of this assignment is to explore new ground on your own. I repeat: you should try to read diverse and substantial articles from journals and books rather than brief descriptive newspaper articles. I would suggest that no more than one of the articles should be from the newspapers.

The items do not need to be recent. For example, you could read a chapter from Walter Lippman's 1922 classic *Public Opinion* or a chapter or article not covered in class. The impact of the article -- i.e. the explanation of how the article supplements your knowledge of democratic theory -- is the important part.

### **II. Portfolio entries and comments should be submitted via Canvas as a docx Word file (no pdfs) in the following format: [Yourname] 3160 portfolio**

In a single file, you should include:

Page 1. a separate title page with class number, your name and my name (this is where I write comments)  
 Page 2. a consistent and properly formatted bibliographical page with all portfolio articles.  
 Pages 3-9. Eight summaries. Each page should start with the bibliographic entry, followed by the URL for the research (if available) and a single-spaced summary that a) briefly states the issue addressed by the article and the perspective of the author (if the article is only descriptive, it's of little use to you), and b) how this relates to this class and particularly, how it broadens your knowledge of the theory and practice of international relations.

N.B. Avoid articles about singular events – you are looking for analysis, not examples.,

### **III. Students will receive three scores for each article in the portfolio, totaling 100 marks per article:**

1. *Scope: does this article broaden our general knowledge of media politics or political communication? Scored on 20 marks.*
2. *Quality: newspaper, encyclopedia, or teachers' aid articles about media or democratic policy events will get 0 points; analysis of trends or theoretical applications of news media in democracy will earn 1-40 marks; relevant articles in public issues magazines or journals will earn 20-40 marks, depending on the depth of the analysis. Failure to do a decent reference citation for the entry will cost you 5 points, up to 40 points for eight articles. Failure to follow reference formats will result in additional deductions.*
3. *Your summary will earn up to 40 marks.*

*The total score for the portfolio will be the average score for all eight articles.*

## Campaign Plan Memo – due April 23

Write a three- to five-page single-spaced memo to Twaddle, suggesting a comprehensive ad campaign strategy for both the primary (March 2024) and general election (November 2024). You should address:

- a schedule for the timing of different types of ads (get-to-know-me, image, substance, and negative) in terms of days prior to the primary and general elections (i.e. seven days out, 30 days out);
- a prioritized list of issues (at least three) Twaddle's campaign should address in both the primary and general election, linked to the audiences that a Texas Republican needs to address in each election (in other words, you have two lists and they should not be identical);
- which issues the candidate needs to avoid in each election;
- issues of national importance that may concern a Texas audience, and
- the use or avoidance of negative advertising, and its timing if employed.
- Hint: I suggest using subheads to separate the five topics mentioned above. Each should be addressed.

**References:** There are no required sources or reference lists for this paper, but if you use material from others, you should use in-text cites and a reference list that begins on a separate piece of paper. All ads mentioned should be cited by candidate, ad title and URL in the reference list so that I can view them if necessary. All quoted and paraphrased material should be attributed and cited in a reference list (titled "References") that is alphabetized by author. Use in-text citations to refer to referenced materials included in the reference list.

***You may collaborate in the discussion of ideas, but not in writing the papers. The ideas in the outline and writing of the paper must be your own work.***

## **APPENDICES**

### **I. Following the news**

I require students in this class to become conversant on the national and state level policy issues of the day. This requires students to listen to, to view and to read articles, video and sound bites from news organizations that cover public affairs. (E and TMZ are not news in that sense; neither are comedy commentary shows.)

Following the news is a skill that is acquired through practice. To meet the requirements of this course:

- 1) Students should follow the news daily through radio, TV, newspapers and internet news sources. At least one source should be checked daily, but it would be wise to read or listen to a number of sources that cover the news from different perspectives. That means you may want to check out Fox News or MSNBC occasionally, even though most of us would consider these to have evident biases in their presentation of the news.
- 2) Students should understand the difference between reporting and punditry. Reporting is essentially the gathering and presentation of new information in cultural and political contexts. Punditry is analysis and interpretation based on preferences and political perspectives in order to achieve ideological or entertainment purposes. Many people choose their news sources because the source reinforces the person's preferences and prejudices. Students in this course will do better to look at sources that get the facts right rather than share the student's political perspective. Students should not substitute punditry for reporting as a source of information.
- 3) Students should understand the difference between lucrative entertainment and costly coverage. Many talk show hosts and pundits would rather be controversial than thoughtful or perceptive. Drama and controversy attract a larger audience, and thus bring in more advertising dollars for the media business. Students may wonder why 'analysts' on shows and the internet often seem to find no agreement on the way forward. This is because they are chosen to contradict and yell at each other without listening in order to increase ratings and readership. Similarly, Lindsey Lohan's latest escapade or interview is of no value to this class.. Focus on the biggest political and policy stories.

With these ideas in mind, here are some premier news organizations you may want to follow. All have websites. Those with limited free access are starred (\*).

#### **RADIO**

National Public Radio (NPR)

#### **TV and VIDEO**

CBS (national and local)  
 NBC (national and local)  
 ABC (national and local)  
 Fox (national and local)  
 PBS (national only)  
 CNN (national only)  
 MSNBC (national only)  
 CSPAN 1 and 2 (Congress)

N.B. National TV networks maintain websites but do not cover complex stories or those with weak video potential. For the purposes of this class, the major stories we are interested in should be reported on these sites.

#### **NEWSPAPERS/INTERNET**

New York Times\* (5 articles a month/ front page headline view is free)  
 Washington Post\* (20 articles a month/ front page headline view is free)  
 The Guardian – USA edition (this UK newspaper website often puts its American competitors to shame)  
 The Texas Tribune (online state news – this is the best single source for Texas news, with links to local coverage)  
 The Associated Press (the free Android cell phone app now provides many in-depth articles, a real change from the headline news offered in the past)  
 Reuters (economic news)

## II. PSCI Style sheet

### **Format**

**Stapled** – no multipage assignments will be accepted without a staple. Bent corners and paper clips are not sufficient to secure multiple pages. Papers turned in without staples will not be graded. They will be returned for stapling. On resubmission, those assignments will incur a 30 percent penalty on the final grade.

**Length** – Typed: each full page single-spaced equals at least two full pages double-spaced. You may line space at 1.5, a common default in Windows these days, but I suggest you avoid this format and learn how to set single-space format for your writing. Papers with 1.5 line spacing are counted as double-spaced and must be at least two pages for each single-spaced page assigned. The minimum length of handwritten papers is determined by the word length, which you should count and record at the top of your paper, under your name. Each 600 words constitutes a page.

**Typeface** – use Times New Roman, Georgian or another serif typeface. No novelty fonts. Black ink only. Do not boldface or italicize exam answers.

**Type size** – 12 or 11 points only.

**Margins** – 1-inch on all sides. This means your paper starts one-inch from the top, not halfway down the page.

**Use a title page** with your name, the class number and assignment number or, alternatively, use the header space on the first page to record such information.

**Number the pages** – numbers in either in the header or footer will do.

**Insert page or section break** – Learn to use the page break function in Word and Google document apps. These functions ensure that your title page, tables, charts, and reference lists start and end on their own pages. In Word, the page and section break function is often found on the document ribbon – the bar at the top of the page. In Google Documents, the page and section break functions are found under the Insert tab on the editing ribbon.

**Reference lists / bibliographies** – These are functions for the reader, not the professor, nor the pedantic grammarians who live to hassle us all. A proper reference list:

- Is a search instruction for a print library, containing four categories of information ordered by importance: author's name (last name first, full first name preferred); year of publication; title of book, article or web page; and publication information (publisher, or volume, issue and start page, URL only when there is no print version).
- Is alphabetized by last name of author; not numbered or lettered.
- Is single-spaced, with a line space between each entry.
- Has the first line flush left, and all subsequent lines are indented.

- Has entries that are consistently formatted. There is a real temptation to use citation and reference managers as is (i.e. download the entries without editing them) but this results differing forms that includes random capitalization and order.
- (n.d.) means “no date” to you. To the reader, it means you were too lazy to find the year of publication. Most web pages contain this information if you search, just as you can often find an author, but many students take the easy way out. If there really isn’t a date on a web page, don’t signal that. Just leave it out, and make sure you put the date you accessed the web page at the end of the URL.
- Encyclopedias, teaching aids and public relations materials summaries are secondary sources of information that are not college level research resources. Use primary sources like the US Census or state or local government documents for research credit.

## **Writing**

**Spelling** – every paper should be spell-checked. You must use dictionaries to determine which word and spelling is correct. I.e. The Second Amendment gives you the right to bear arms, not the right to bare arms.

**Punctuation** – is not optional and should not be random. I don’t care if you texted the paper to the printer – it needs punctuation. Punctuation is a reader’s guide. Quick tip: if you pause when reading a sentence, punctuation is needed at that point.

**Capitalization** – again, it is neither optional nor random. Example: President Obama is the president, not the President. The United States Constitution is a constitution, but we to refer to the US model on second and subsequent reference as the Constitution.

**Names** – Use both names of a person on first reference. On second and subsequent references, use the last name or the last name and title. Donald Trump is Trump or President Trump on second reference; he is not Donald. There are a few second-use exceptions –Elvis, Oprah, Pele, and Ice T, but not Bernie [Sanders] or Hillary [Clinton].

**No shorthand or abbreviations** – spell out words (“and”, not "&") and all acronyms on first reference. But use the dollar sign appropriately. (\$1 million, not "one million dollars")

**Sentences** – Your sentences should make sense. Write short sentences. Edit your paper to shorten sentences. That’s the best single action that will make you an effective writer.

**Paragraphs** – Each group of related thoughts needs a paragraph. A paper written in a single paragraph shows contempt for the reader – you don’t care to organize your thoughts. Paragraphs in single-spaced papers are defined either by a five-space indent or an extra line followed by a flush-left start to the next sentence. For double-spaced paper, use the indentation method. Do not use extra lines to mark paragraphs in double-spaced papers.

## **Content**

**Address the question** – Answer the prompt – don't tell me how you feel unless I ask for you to do so.

**Evidence** – Did you attempt to use evidence to support your argument, or did you just offer an opinion? P.S. Opinions of others, cited or not, are at best weak evidence of public opinion, not evidence supporting your argument.

**Argument** – Does your argument make sense? I.e. see evidence.

**Don't quote; paraphrase** – Paraphrase and summarize – that's the ticket for demonstrating your talents and thinking. The answers to political questions are not quotes. Students are not graded on their ability to find relevant quotes. You will not impress me by quoting Thomas Jefferson, Abraham Lincoln or Martin Luther King Jr. Yes, there are many masterful writers who have addressed similar issues before, but they are not you. *You*, not they, are being graded on writing in this course. The reader wants to hear from you. After all, you hold the highest office in the land: citizen. Use that pulpit to sharpen your writing skills.

**Attribution** – If you borrow an idea or paraphrase a concept from another person's work, attribute the idea. "Jefferson says ..." or "In Reagan's view, ..." -- both avoid plagiarism and are concise ways of getting another's point across without encumbering the sentence with a book title. Use in-text citation to specify the book or other source.

**Plagiarism** – The point here is that you are not entitled to steal unique views from others, nor borrow another writer's exact words without attribution. Avoiding plagiarism is an important skill that preserves the public perception of honesty. Many a job applicant and politician have discovered that plagiarism will cost them the presumption of honesty. While honesty is apparently not a qualification for a president, it is for all classes at UNT Dallas. (See the Academic Honesty sections of the student code.)

**Critical thinking in a "post-truth" world** – "Plagiarism is a word I just made up": that's not true and you know it. But many people eagerly seek out and accept political assertions or news reinforce their existing attitudes and choices. As college students, writers and citizens, you are expected to evaluate what your leaders and teachers tell you and not accept it as gospel. Caveat: rejection, denial and manipulation of fact is common in today's political arena, so expect challenges to your assertions and use evidence to support them.

**Grading is not a political act** – I do not care whether you are Democratic, Republican, independent, a follower of a religion or ideology, or a member of a cult or organization. You voice your opinions publicly at your own peril, but your written work will not be judged on my agreement with your views. Your content grade depends on whether you support an assertion with evidence and present a plausible argument.