

COURSE DESCRIPTION

HONORS MEDIA & POLITICS

This course examines the role of the mass media in politics, beginning with the news media's role during the founding of the U.S. Constitution, the impact on political parties, and today's political arena. The course underscores the freedom of the press, objectivity, and how they relate to American and International politics.

From newspapers to TV and radio to the Internet, what role does media play in influencing public policy? What impact do political campaign "attack ads," the blogosphere, and the media pundits have on the attitudes and voting behavior of Americans? Media watchdogs contend that a liberal or conservative bias can prevent objective reporting. Blogs and "infotainment" shows lack the same journalistic standards that traditional news sources attempt to achieve. In this course, students learn how all forms of media influence the political process and the public's perception of reality.

Through studying the daily work routines of journalists, the impact that corporate conglomerates have on the dissemination of news, and the media's role in the democratic procedures, from the campaigns to foreign policy decision-making, students learn the intricate relationship between the freedom of the press and politics, including how the news media influence political parties and political dialogue. Through speeches (both prepared and impromptu), written work, and readings, students learn to evaluate media sources, think critically about news coverage, and become familiar with general concepts in media theory and law such as media hegemony and libel. The course informs students and acquaints them with one of the most important socializing agents in their lives, one that will shape their views of political, economic, and social trends for years to come.

Summer School students in this course take two essay examinations and write an 10-12 page analytical paper of university caliber demonstrating their understanding of international relations. The term paper involves original research and extensive use of the Georgetown University Library. The faculty closely supervise all student research. Classroom material is augmented by a robust speakers program where students attend lectures from premier speakers in their fields.

This course is designed to meet the requirements of a one-semester Media & Politics course. If Media & Politics is not offered at a student's high school, this course also meets the requirements of an English elective. Classes are held six days a week. Students accumulate over 85 classroom hours in the program.

The assigned college-level textbooks for the course are:

Trent, J. S., Friedenber, R. V., & Denton, R. V. (2018). *Political Campaign Communication: Principles and Practices* (updated 8th ed.). Communication, Media, and Politics. Lanham, MD: Rowman & Littlefield Publishers.

*****Please note that that is a SAMPLE syllabus based on one from previous years and the syllabi for this summer will vary, including specific topics covered, daily readings, expected exam dates and paper due dates, *****

JSA Media & Politics

Course Syllabus – Summer at Georgetown University

Syllabus developed for Junior State of America – Georgetown University

Required Text:

- 1) Trent, J.S., Friedenber, R.V., & Denton, Jr., R.E., (2016) **Political Campaign Communication: Principles & Practices**. *Updated 8th ed.* Rowman & Littlefield Publishers. Lanham, Md. ISBN: 9781442243347
- 2) Valenzano III, J., Braden, S., Broeckelman-Post, M., (2016) **The Speaker's Primer**. 2nd edition. Fountainhead Press. Southlake, TX. ISBN: 978-1-59871-946-8 (spiral)
- 3) **Politico.com (digital print edition)**. (Go to www.politico.com, and subscribe to the digital print edition at the bottom of the Politico homepage- it's free, delivered to your email address). This digital newspaper will become part of your daily summer session curriculum.

Course Description:

This course offers students an overview of communication campaign strategies involving the tools of social media, the Internet, and new communication technologies, as well as traditional forms of rhetoric and media in which campaigns get their messages across. Among the topics to be examined will be the traditions of Interpersonal Communication in political campaigns, televised political advertising, political speechwriting, free advertising, political debate, and internet campaign communication strategies. It's hoped that classroom examination and discussion of these basic communicative elements will assist students who may be entering the political discourse of the day for the first time, and to become familiar with political issues centered in speech, to include the endearing terms of freedom of expression and free speech. This course also introduces us to the current "thread" of political discourse presented in the mass media and prevalent in our physical surrounding of Washington DC and historical Georgetown University. It's hoped this discussion will assist students in entering the political discourse of the day, and to become familiar with political issues centered in speech, to include the endearing terms of freedom of expression and free speech.

Learning Outcomes: This course will provide you with the information to:

- 1) Demonstrate how political campaigns are, primarily, a communication phenomena.
- 2) Illuminate how strategic and tactical communication choices by candidates and their managers play such an effective and necessary role within society.
- 3) Distinguish how new campaign finance laws affect the use of social media and the use of communication technologies for the 2016 Presidential election year.

- 4) Dramatize the ethical responsibility of the mass media and its methods in shaping public opinion.
- 5) Demonstrate understanding of effective communication campaign strategies including message content, production, audience targeting, campaign organization, fund raising tactics.
- 6) How communication (is the bridge) between the goals and aspirations of the candidate and the behavior of the electorate (Trent, et al., pg. 8).

Course Objectives: This course will provide you with:

- 1) Skills which will allow the student to *fully engage with others in a political setting*
- 2) The ability to become *more comfortable communicating* in all kinds of life situations.
- 3) Develop the skills necessary to *analyze, evaluate, and better understand* the political and media landscape shaping the lives of American citizens on a daily basis.
- 4) *To provide an introduction for students* to enter the civic debate as it occurs in face-to-face interaction within acoustic space; observing and commenting on contemporary political issues as framed by reporters and columnists on the internet, radio/television, newspapers, and other mass media, with particular emphasis on *political campaigns and political campaign communication*.

Classroom Assignments:

- 1). **Speech of Self-introduction** (non-graded exercise) Students will pair-up, take fifteen minutes to get to know each other, and be able to introduce your new student colleague to the classroom audience. Within your introduction, give the audience the name of your colleague, where he/she is from, and what their career aspirations are. Be prepared to cover the following questions:
 1. Tell us something about *where* you are from (your home high school)
 2. Tell us a brief narrative on *who* you are (notable people/events in your life).
 3. *Be prepared to speak for no less than 90 seconds!*

- 2). **Impromptu Speech –** (non-graded exercise) Topics will be provided students throughout the 3-week course. You will be required to give an impromptu speech on a random basis (truly impromptu). Speaking requirements also include:
 - a) **Body movement**, moving from one side of the room to the other during the speech,
 - b) **Enunciate**; speak clearly, so everyone in the room will be able to hear you,
 - c) **And speak** for no less than **2:00 minutes**.

- 3). **Reflection Papers:** Throughout the summer session you will be asked to compose **1-page (double-spaced)** “Reflection papers” on either 1) chapters from the Trent Political Communication text, or 2), from an article you read in Politico.com (depending on the assignments listed in our course syllabus). These papers may include a quote at the beginning of your paper (following American Psychological Association formatting). The primary purpose of this assignment is to 1) test your critical thinking skills, 2) to assess your ability to express an opinion, and 3) be able to compose a written text that you are able to put into the context of this course. You may, or may not, be asked to present your reflection paper orally in class. Each Reflection paper is worth up to 25 points credit (4 papers in all).

4). Final Paper/Research Proposal: You are required to produce a final 12-15 page Research Proposal in the form of a formal literature review. You will select the topic (in collaboration with your instructor) that fits the parameter of general topic area of “Speech, Politics and Communication”. Some of the previous topics for papers in this course have included:

- 1) Internet vs. Print Media: Unintended consequences
- 2) Social Networking: Influence on American Communication
- 3) We, the Corporation...Citizens United: A Literature Review
- 4) The Right for Fair Health Care in America
- 5) Michael Vick: Social Judgment and the Narrative of Apologia
- 6) The Perfect Politician: How the Media’s Scrutiny of Politicians Creates an Impossible Standard to Achieve.
- 7) Justice for All? Gay Rights in America
- 8) The Art of Modern Political Campaigning
- 9) Speed Up: The Politics of High Speed Rail in America

You should follow the writing format published by the American Psychological Association (APA. I.E. Purdue University OWL). Papers must be finalized by the end of the day, submitted to “The Tank” on Friday, July 20th at 7:00PM. Your term paper is worth up to 20% of your final grade.

Attendance and Classroom Expectations:

Because of time limitations and the number of students in each class, speakers must be prepared to deliver presentations on scheduled days (you will know in advance what days you will speak). **If you miss a presentation, there may or may not be time for you to give your speech.** Make every effort to attend class regularly, and on time.

Class attendance and participation is critical for your learning, but also in assisting in the growth of your colleagues through your thoughtful and honest feedback. Please make every effort to be in class at all times during this summer session.

Cell/Smartphones:

Text messaging while in class is **strictly prohibited**. You may however, leave the classroom (with discretion/and speakers courtesy) to make or take a call or text message on an **emergency basis only**. Violation of this policy may be reflected in your classroom participation points. I understand cell/smartphone communication is a part of your everyday life. This will be the class where you may learn “disciplined and respectful” cellphone etiquette that will serve you well going forward.

Participation: Students are required to **actively participate** in the constructive critique of student colleagues within the classroom. This is achieved through oral and written feedback of speech presentations AND engagement in classroom discussions whenever possible. Active class participation is worth up to 10% of your grade.

Grading:

Speech of Self-Introduction	Non-graded exercise
Impromptu Speech	25 pts. (5%)
Participation	50 pts. (9%)
Reflection Papers (2@25 pts. ea.)	50 pts. (9%)
Quizzes (3@25 pts. ea.)	75 pts. (15%)

Debate (CW) Grade	100 pts.	(19%)
Midterm & Final Exams (2)	100 pts.	(19%)
<u>Final Term Paper/Proposal</u>	<u>125 pts.</u>	<u>(24%)</u>

Total points possible 525 pts.

Course Schedule (subject to change, special events/speakers):

Note: Trent, et al., please read the Preface and Chapter 1 (Trent, et al., pgs. *xiii* to 11) **prior to first class meeting this Monday.** Also in Valenzano, read the Preface and Chapter 1 (Valenzano, et al., pgs *iii* to pg. 11).

Course Schedule

WEEK ONE

	<u>Lecture topic</u>	<u>Activity</u>
Mon.	Introduction to Course (9:45-11:45AM)	Syllabus review Textbook review (Trent & Valenzano) Politico review (Politico.com)
	(1:00-4:00PM)	Self-Introduction Speeches Social Engagement (“Mad as Hell”) Phil Davison (Candidate from Ohio) Quiz #1 – On Introductory readings in Trent, & Valenzano. Current Events Update Civic Engagement in Practice

Hasan Minhaj (2017 White House Correspondents Dinner)

Assignment for Tuesday:

Write a Reflection Paper (from Trent, et al., Chapter 1). Also, Read Chapter 2 (Trent, et al., Communication Functions of Political Campaigns, pgs. 15- 47). Read Chapter 2 (Valenzano, et al., Speech Anxiety, pgs 13-24)

Tues. **Morning Session (8:45-11:45)**

Review Trent - Chapter 16 (Trump’s Presidential Run)

Review highlights from Presidential Campaigns 2016

Introduce Monroe’s Motivated Sequence/Persuasive Technique
(Valenzano, pgs. 195-196)

Afternoon Session (1:00PM-4:00PM)

Introduction to APA Format for Term Papers (hand-out)

Topic Selection for Term Papers (in-groups)

In-class review of Reflection Papers (from Trent, Ch. 1)

Impromptu Speech Exercises (handout)
Political Satire (Jimmy Fallon/Jimmy Kimmel/Steven Colbert/John
Oliver).

**Assignment: Trent text: Read
Chapter 3 (pgs., 49-85) – “Styles
& Strategies,” Reflection paper #2
(Politico.com article, your choice).**

Weds., **Morning Session (8:45-11:45AM)**

(Turn in reflection paper #2 at top of class)

Review Chapter 3 (Trent)

Impromptu Speeches

Steve Jobs “Stanford Commencement Address, 2005.

Mark Zuckerberg “Harvard Commencement Address, 2017.

Will Ferrell “Univ. of Southern California, 2017.

Afternoon session (1:00PM – 4:00PM)

“Role of morning news programs in political discourse”

Megyn Kelly/Donald Trump Interview – May 18, 2016

Morning Joe (Mika Brezinski) – Friday, June 30th, 2017

Submit Term Paper Topics in Class (orally)/Discussion in class

Schedule Team Persuasive Presentations

Initial research processes, Introduction to EBSCO

Reading Assignment:

Trent/Friedenberg/Denton: (Chapter 4, pgs. 87-109).

“Communicative Styles and Strategies of Political Campaigns”

Valenzano, Braden, Brockelman-Post (Chapter 3, pgs. 25-40)

“Speaking and Ethics”

Thursday **Morning Session (8:45-11:45AM)**

Review of Chapter 4 (Trent) – Mass Channels of Political Campaigns

Reverend Jesse Jackson (1984) – “Little David” – Campaign speech

Review of research areas (Informative Speeches and Term Papers)

Afternoon Session (1:00PM-4:00PM)

Quiz #2 (on Trent (chapter 4) and Valenzano (chapter 3)).

Reading Assignments for Saturday:

Trent/Friedenberg/Denton: (Chapter 5, pgs. 111-136).

“Communication Styles and Strategies of Political Campaigns”

Valenzano/Braden/Brockelman-Post: (Chapter 5, pgs. 53-66).

“Culture and Diversity”

Work on Term Paper!

Fri., SPEAKER'S PROGRAM – NO CLASSES

Sat., **Morning Session (8:45-11:45 ONLY)**

Review of Chapter 5 – Examples of Television Political Advertising
Music videos introduced into a Presidential Campaign
Barack Obama – “Yes We Can” (Quincy Jones)
(some class time may be allowed for study in Library – as a class).
Review for Mid-Term Examination

Reading Assignments for Monday:

Valenzano/Braden/Brockelman-Post: (Chapter 7 – Research and Preparation (pgs. 79-98, Pay particular attention to APA Style).

WEEK TWO

Mon., **Morning Session (8:45-11:45)**

Sen. Robert F. Kennedy (video)

“I have some very sad news...”

Mid-Term Examination

Afternoon Session (1:00PM – 4:00PM)

Reading Assignment for Tuesday:

Trent/Friedenberg/Denton (Chapter 6, pp. 139-160)

“Public Speaking in Political Campaigns”

Tues., SPEAKER'S PROGRAM – NO CLASSES (ALL DAY)

Weds., **Morning Session**

Review of Chapter 6 – “Public Speaking”
President Obama in Chicago (2008)

Afternoon Session

Reading Assignment for Wednesday:

Trent/Friedenberg/Denton (Chapter 7, pgs. 161-192)

“Recurring Forms of Political Campaign Communication”

Thurs., **Morning session (8:45-11:45AM)**

Review Chapter 7 – “Recurring Forms of Political Campaign
Communication.”

Impromptu Speeches

Afternoon Session (1:00PM-4:00PM)

Impromptu Speeches

Assignments:

Trent/Friedenberg/Denton (Chapter 8, pgs. 193-227)

“Debates in Political Campaigns”

Reflection Paper #4: (Topic from NY Times or Politico.com)

Fri., SPEAKER'S PROGRAM – NO CLASSES (ALL-DAY)

Sat., **Morning Session (8:45-11:45)**

Impromptu Speeches

Review Chapter 8 – “Debates in Political Campaigns”

Review of Reflection Papers #4

Discussion: “Internet Campaign Communication – The Unexpected Fall of Congressman Eric Cantor – Why?.”

“I Have a Dream” – Dr. Martin Luther King, Jr.

“Selma” – President Barack Obama

Afternoon Session – Independent Study for Term Paper Assignment for Friday:

Trent/Friedenberg/Denton: (Chapter 9, pp. 229-254).

“Interpersonal Communication in Political Campaigns”

WEEK THREE

Mon., **Morning Session (8:45-11:15 AM)**

Defining “Angry Rhetoric?”

“I am an Angry Man” – Sen. Zell Miller (GA.)

Former Rep. Anthony Wiener (on House Floor/Resignation)

Review of Chapter 9 – “Interpersonal Communication in Political Campaigns”

Afternoon Session (1:00-4:00PM)

A look at famous political speeches/review of 2016 Presidential races

Trent/Friedenberg/Denton: Chapter 10/11 (pgs. 255-301) “Advertising in Political Campaigns,” & “New Communication

Technologies and Political Campaigns.”

Assignment for Wednesday July 13th: Reflection Paper #5

Tues., **SPEAKER'S PROGRAM (EMBASSY ROW)**

Weds, **Morning Session (8:45-11:45AM)**

Review of Chapters 10/11 (“Advertising in Political Campaigns” & “New Communication Technologies and Political Campaigns”).

“*The Daisy Ad*” & “*I’m Not a Witch*”

Review of Reflection Papers #5

Media and Politics Wrap-Up

Afternoon Session

Final Examination (1:00PM – 4:00PM)

Thurs., **Term Paper Work Day**

White House Tour

Talent Show (6-8PM)

Fri., **Term Papers due to “The Tank” by 7:00PM**

Sat., Student/Program Evaluations
What is JSA?
9:00AM/12:00PM
Monument Tour
6PM-9PM

Sun., **Graduation**
(10:00AM-12:00 PM) – Gaston Hall