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POLS 430: Political Communication—A Peer Review of Teaching Project Benchmark Portfolio

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Spring
2016

Political Science 430: Political Communication

A Peer Review of Teaching Project
Benchmark Portfolio

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ABSTRACT

This course portfolio was created to articulate, assess, and reflect upon my course objectives for a political communication class that I taught in Spring 2016. Of particular note was my objective in trying to use a Verbal Exam to assess student learning. Although I encountered some difficulties in implementing the Verbal Exam, students seemed to be either neutral or somewhat supportive of having a Verbal Exam, with students generally inclined to thinking that they learned something about interviews from the process and showing some mild support for them being used in other classes. It is worth noting that the Verbal Exam was not strongly correlated with Participation in class. Finally, there was no appreciable gender bias in performance on the Verbal Exam. The other main finding came from running a correlation between the drafts and the final research paper. Perhaps unsurprisingly, there was a very high positive correlation between performance on the drafts and on the final paper. Planned changes for the course include heavily modifying (and perhaps even dropping the Verbal Exam), increasing the value of Quizzes, providing more frequent Participation grade updates, and dropping or heavily modifying the student mini-lectures.

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1. THE OBJECTIVES OF THE COURSE PORTFOLIO

I created this portfolio to help me become more aware of my teaching goals and to be more successful in implementing them for Political Science 430: Political Communication. I taught this course once roughly a year earlier, and I wanted to try some new things with the course. The portfolio allows me a chance to design a course around these objectives and assess how well they were met.

I had several objectives for the class. First, I wanted students to be able to place things communicated by politicians, bloggers, journalists, and fellow citizens in a broader theoretical context, and to understand why and how issues and candidates are discussed in a particular way.

Second, a related aspect of having real-world applications in the class was to give students a glimpse into the vocational side of political communication. I wanted students to have a better understanding of how practitioners understood the world of political communication. In addition to giving students an additional perspective, I also wanted to give them some potential career information as well.

Third, I was encouraged by the Peer Review of Teaching Project to try a new form of assessment that I had not used before. In line with trying to have the class be applicable to life outside the classroom, I decided have the first midterm be conducted as a Verbal Exam.

2. DESCRIPTION OF THE COURSE

The Purpose and Challenge of POLS 430 “Political Communication”

The course catalog lists the class as having “an emphasis on...political campaigns” and an “application of communication theory.” In addition, the class is meant to familiarize students with the interdisciplinary subfield of political communication.

I organized the class to meet these expectations. We had frequent discussions of current events in class, and following a pre-midterm evaluation, I received feedback that we should discuss current events each class period, which I then did. Moreover, each student was responsible for providing a “mini-lecture” in which they would discuss a key concept and findings from one of the readings and find a current example of it in the news. Fortunately, this class was taught during the 2016 presidential campaign, and students had a lot to say about Hillary Clinton, Bernie Sanders, and especially Donald Trump.

In terms of content, the class was organized into three very broad sections. The first section regarded journalists and the news media industry, and focused on such things as news norms, indexing, political economy, scandal coverage, and online forms of news like Twitter, blogs, Politico. The second section focused on the nature of campaigns, and looked at how candidates

and their consultants construct ads and wage campaigns, as well as how journalists tend to cover campaigns. The final section looks at how political entrepreneurs use such things as framing and protests to influence news media coverage of issues like global warming and organizations like ACORN. Please see [Appendix A](#) for the syllabus.

As a 400-level class in Political Science, there is also a general expectation that students will produce some type of research paper, or at least some type of in-depth project. For this class I required that students do a research project that involved conducting a quantitative content analysis in the broad area of political communication. Given that students come from different backgrounds and few had ever done a content analysis before, I made sure to give extensive lectures on the topic in class and assign readings that discussed and/or used this method

A final expectation for a 400-level class in Political Science is that it is typically taught more as a seminar. While instructors may still lecture, it is typically the norm that there will also be more participation from students, with more student-driven discussion.

The Students: Upper-Level Political Science and Communication Majors

This class is cross-listed with Communication, and you can get a mix of Political Science and Communication students, which can create different expectations. A former instructor of the class told me that the Communication students expect to read things from Marshall McLuhan and Neil Postman, and that they often found his more political science-based readings a bit off-putting. In light of this information, I looked at the syllabus for how this class was taught when it was done by an instructor from the Communication Department. The syllabus looked interesting, but was very different from my background, and was not how I would be teaching the class.

Tailoring a class to a diverse group of students can be challenging. I tried to be more inclusive with regard to subject matter by emphasizing the more communication/journalism aspects of political communication at the beginning of class with our readings. This was noted by one of my students (presumably a Political Science major) on a midterm evaluation, which said that the beginning of the class did not really feel like a Political Science class.

As it turns out, the class was less eclectic than it could have been, with 13 Political Science majors and 5 non-Political Science majors (although 2 of these were Political Science minors). The non-Political Science majors held majors in Advertising, Communication, Dance, Journalism, and Sociology. Of the 18 students, 11 were seniors, 6 were juniors, and 1 was a sophomore.

As it turns out, this composition may have had some effect on the class. Interestingly, the juniors and sophomore had a better grade average (87 = B+) than the seniors (82 = B-). There was also an appreciable difference in grades between the 13 Political Science majors (86 = B) and 5 non-Political Science majors (80 = B-).

3. TEACHING METHODS AND ASSIGNMENTS

Verbal Exam

I wanted to have a verbal exam for a few reasons. First, having a verbal exam made thematic sense to me, given that much of the class is about the importance of communication. Using a verbal exam was also consistent with my goal of trying to make the course more vocationally relevant, as we often need to speak with employers, co-workers, and clients, not simply communicate with written papers). In general, college courses tend to assess student learning with written tests and essays, although some people may be better at demonstrating this information verbally.

The Verbal exam covered material from the first 30-40% of the semester. Two week before the exam, I distributed the questions that I would be asking the students, and told them that I would pick two out of the three questions to ask them. Knowledge of the content accounted for 80% of the grade, while presentation of self was 20% of the grade. The exam lasted 12 minutes and was done privately in my office.

I typed a rough transcript while the student spoke. Once the student left, I had 2-3 minutes (before the next student arrived) to polish the transcript a bit and add my overall impression of each response. I also recorded each interview, which I occasionally used if the transcript needed more details. Once the interviews were finished, I emailed the rough transcript of their Verbal Exam along with their grade.

At the time there were 19 students, which mean this was an investment of 228 minutes for the exam (nearly 4 hours), plus perhaps another 5 minutes to give an overall grade (1.5 hours). Overall, this resulted in roughly 5.5 hours to conduct and grade the Verbal Exams, and I devoted 3 class periods to conduct the interviews. Obviously, this exam format was costly in terms of time (although grading midterm essays would also be time-intensive).

Please see [Appendix B](#) for the instructions and questions for this verbal exam.

Guest Speakers

I scheduled two guest speakers for the class to help students make direct connections between the readings and theories on the one hand, and real-world practitioners on the other. Students were responsible for helping prepare questions for the speakers in advance as well as asking questions during class. I made it clear that what the guest speakers said was fair game for the exams.

The first speaker was Riley Johnson, a UNL alumnus (Political Science major) that now works as a reporter for the *Lincoln Journal Star*. Riley spoke of the day-to-day activities of being a journalist, the beat system, how he writes stories, and what he likes and dislikes about his job, among other things.

The second speaker was Sam Fischer, another UNL alumnus (and Political Science major) that works as a consultant for Meridian (Omaha), which does political consulting and public affairs. Sam Fischer talked about the experiences that led him to be a political consultant, the process of advising a candidate, and his thoughts about the popularity and seemingly inevitability of Donald Trump as the Republican nominee.

Research Paper

Another major component of the class was the research paper. This assignment includes three drafts (10%) and the final paper (15%). I use drafts to help stagger the work and help keep students on task. I also provide feedback for each draft, which includes (1) The Annotated Bibliography, (2) the Literature Review and (3) the Methods, Codebook, and Codesheet. I also provide lectures throughout the semester on how they should be writing and formatting their paper, as well as how to find and analyze data. In addition to this, I also encouraged students to speak with me at any time about their paper. Ultimately, the research paper needed to be 8-10 pages long, which did not include the bibliography or appendix. The Codebook and Codesheets had to be provided in the Appendix, with students documenting exactly how they coded each

I also structured in time during class to help students work on their research paper. We used class time to conduct peer review on the Annotated Bibliography, the Literature Review, and the Codebook/Codesheet. Please see [Appendix C](#) for my in-class instructions for students doing peer review for the Literature Review.

Quizzes

I administered seven pop quizzes during the semester. The quiz was given at the start of class and concluded within the first five minutes (if students arrived too late, they received a zero). Each quiz had five questions, and the questions typically have four response options (a-d). The quizzes were worth 10% of the overall grade.

The quizzes covered a fairly large amount of material. We typically had 3 or 4 readings per class. To help students prepare for the quiz, I sent out reading questions before class, and drew most of it not all of the questions from this list to create the quiz. Additionally, I allowed students to use any hand-written notes for the quizzes (although it was closed book/laptop).

Essay Exam

The Essay Exam was essentially the “final” (although not cumulative) of the class in terms of the non-research paper content. The Essay Exam covered material since the midterm. The essay needed to be 4-6 pages and cite 13 materials (including a video watched outside of class and the guest speaker Sam Fischer) out of 20 possible.

In the spirit of having the class have real-world applications, the Essay Exam tasked students with selecting to be a political consultant for either Hillary Clinton or the Donald Trump/Ted Cruz (this was right before the results from Indiana, which made Trump the presumptive nominee). Students were instructed to craft their essay like a political memo, based either on the ones we read in class (one from conservative Frank Luntz and one from liberal George Lakoff). Students were also instructed to write the essay a bit like a literature review, organizing each paragraph around an idea and slotting in appropriate readings, rather than providing a summary of each reading. Please see [Appendix D](#) for the Essay Exam prompt.

Seminar Format

As noted earlier, 400-level classes in Political Science often have a seminar format. To help students prepare for class and better facilitate participation, I always sent out readings questions to the class. These questions were not only the outline for class, but also essentially served as the bank for my quiz questions. In the past, students have asked me to send out questions in advance, and when I have done so, students have appreciated me doing so. The benefits of sending out questions is that it keeps me on top of the readings and provides students with a roadmap of the class, which can help them read and prepare for class more effectively. The downside is that it can force me to produce questions sooner than I would like (I like to send the questions out 2-3 days before class), and can make the class feel less spontaneous.

Please see [Appendix E](#) for a typical lesson plan for my class. The questions in this example were sent out to students beforehand, although the bolded answers were only visible to me. The YouTube links (which were also only visible to me) featured Frank Luntz and one of his focus groups regarding the Republican primaries and Donald Trump, and are examples of how I tried to integrated readings (which were on political strategists George Laoff and Frank Luntz) and current events.

In order to provide an incentive for students to participate in class, I made Participation 25% of the grade. In order to provide more transparency to the Participation grade, I periodically updated the Participation grade on Blackboard (which students could see) throughout the class.

4. ANALYSIS OF STUDENT LEARNING

Verbal Exam

In terms of content, many students struggled a lot with knowing the material. It was evident that many had not rehearsed answers to the questions (as I told them to do). Worse, follow-questions tended to reveal that many of the students had a very shallow understanding of what an article was about (substantially less than what even the abstract provided). In other words, many students could only say 2-3 sentences about an article (which perhaps they could get away with easier if it was an in-class essay).

That said, there were a handful of students that did extremely well on the exam, and I was really amazed by their knowledge and professional demeanor throughout the process. The best responses sounded very well-rehearsed, yet did not sound stilted or mechanical. Top performers not only knew the content well, but they also maintained eye contact and were confident.

The average for the Verbal Exam was 86. I think this score was a little high given students' performance. However, much to my surprise, students did not really exhibit signs of nervousness (even when they clearly unprepared), and thus did very well on the 20% of the assignment that was about presentation of self (the majority of students got an 18/20 or higher on presentation of self). Had I not allocated 20% of the points to presentation of self, I suspect the class average would have been closer to a 78.

Please see [Appendix F](#) for an example of my write-up of one of the better interviews and audio clips of the exam.

One thing that I was worried about with the Verbal Exam was that it might simply be rewarding people who are simply more comfortable talking in front of others. If this was the case, it would (1) not be very good at measuring mastery of the materials and (2) be largely replicating the Participation grade. To check the association between knowledge of content, willingness to talk, and the Verbal Exam, I ran correlations with the Verbal Exam for the average Quiz score and the Participation grade. Of course given the small number of students ($n = 18$), we need to be careful about placing too much importance on p values. As it turns out, there was a positive relationship between the Verbal Exam and Participation ($r = .30$ $p = \text{n.s.}$). However, there was a significantly larger positive relationship between performance on the Verbal Exam and the average Quiz score ($r = .51$, $p < .05$).

I was also concerned about a possible gender bias, particularly since I said I would dock points for "uptalk." These concerns were unfounded, as the 8 male students had an average Verbal Exam score of 85, while the 10 female students had an average score of 89. In fact, the highest score on the Verbal Exam was a tie between two female students (98).

In order to evaluate what students thought of the Verbal Exam, I distributed a survey to students on the first day of class after Spring Break (a few weeks after the Verbal Exam had concluded). The survey had five questions and used a standard five-point Likert scale regarding the verbal exam. Two students were absent from class, resulting in 16 survey respondents.

In terms of work, I asked "How much time and effort do you think you put into the verbal exam compared to if it had been a written exam where you would have had to write 3-4 pages for each of the two prompts?" The response options were (1) "A Lot Less" (2) "A Little Less" (3) "About the Same" (4) "A Little More Time" (5) "A Lot More Time." The average score for this question was 3.88, indicating that students thought that it was roughly a little more work than a written essay.

In terms of a possible real-world benefit, I asked students the extent to which they agreed or disagreed with the statement "I felt that I learned something useful about being interviewed from

the verbal exam.” The response options were (1) “Strongly Disagree” (2) “Somewhat Disagree” (3) “Neither Agree Nor Disagree” (4) “Somewhat Agree” (5) “Strongly Agree.” The average score was 4.13, indicating that students felt that they learned something about interviews from the experience. In fact, only one student (slightly) disagreed with this statement.

I also wanted to see if the experience had made students more confident about public speaking in front of groups. This did not seem to have a strong impact on students, with an average score of 3.38. At the very least, students did not disagree with this statement.

Finally, I wanted to see if students would recommend that instructors use this same verbal exam format in other classes. Overall, the class seemed to somewhat agree with doing this, with an average score of 3.89. Incidentally, 3 students “strongly” agreed with this statement, while 6 students “somewhat” agreed with the statement.

Guest Speakers

The effects of the guest speakers is difficult to ascertain. To being with, I noticed a few absences on the days that we had speakers. This was not a significant amount, and may have just been a coincidence

Overall, students seemed fairly enthusiastic about the guest speakers. Students asked many questions (each guest speaker had the full 75 minutes).

Most of the students also did a very good job incorporating material from the guest speakers on the Verbal Exam and the Essay Exam. In fact, some students clearly took lengthy notes and remembered things that I had forgotten (e.g., “Persuade by reason, move by emotion.”). Although I forgot to distribute an assessment form to students about the guest speakers, I will be looking for their comments on the evaluations on whether to do this again.

Research Paper

The research paper was divided into three drafts and a final paper. The annotated bibliography was not a problem for students, as all but one student received a 100%. I could have graded this assignment a bit harder, but most students did this fairly well. If there was a general weakness, it was a tendency to mistake non-scholarly articles for scholarly articles and to cite sources across a broad spectrum, rather than focus on related subfields (as I had told them to do).

The second draft (the literature review) was much more difficult for students. The average score was a 76.30 with a high score of a 90 and a low score of 50. A common problem in many of the papers was a lack of synthesis of the literature, with a tendency for each article to be about an individual article. I devoted a 20-minute lecture on how to write a literature review, but it seems to have had a limited effect.

The third draft (which included the Literature Review, Method Section, Codebook, and Codesheet) was even more of a struggle for students. The average was only a 68. This is a lower

average score than I would have liked. The low scores were due to many papers failing to incorporate prior feedback and meeting basic stated assignment expectations, like the minimum number of pages. This was particularly disappointing because students (1) had extra time to work on the paper while I was doing the Verbal Exams and (2) A large number opted to not participate in the a class that I devoted to working on the Codesheet/Codebook.

The average score for the Final Draft was 81%, which would have been lower had I decided not to give a score below a 50% (even if I felt that it was merited). Four students received a score between 50 and 59 (one of these low scores was the result of a two-full letter grade deductions for being late). Performance on Draft 1 and Draft 2 had a strong positive correlation with performance on the final research paper ($r = .78, p < .000$). I am pleased with this finding, which suggests that the drafts were useful and very predictive of how students would do on the final paper.

There were a few final papers that were done quite well. Please see [Appendix G](#) for an example of one of the better papers. For the sake of space, I reduced some of the Codesheet examples.

Quizzes

The average score was 72%, which is quite low. Of course, this score includes zeros (such as if a student was absent the day of class), which brings down the score. The lowest quiz average score for a student was 41%, and the highest quiz average score was 93%. Overall, 7 out of the 18 students had an average quiz score of 81%, while only 1 student had a failing quiz score average.

One thing that I noticed was that a relatively small group of students (perhaps five) consulted hand-written notes while taking the quiz. The lack of writing notes and the low quiz scores suggests to me that students did not take the quizzes very seriously, which was perhaps the result of having quizzes worth only 10% of the overall grade.

Interestingly, the quiz score had only a moderate correlation with participation ($r = .30, p = n.s.$). Anecdotally, the student that had the highest quiz score average did not speak in class *once*. This lack of correlation suggests that my use of the quiz to facilitate participation may have been limited. At the same time, I think that it is important to have quizzes so that people who do not participate (but do the readings) can still receive points.

Essay Exam

The average score on the exam was an 82.79. The lowest score was a 20, while the highest score was a 98. Seven students received a score of 90-98, and nine students received a score of 80-89. Two students received an "F." Several students were deducted for improperly formatting their paper and for not including the minimum 13 sources. Admittedly, many of the essays sounded similar point from the reading, and a lot of the grades seemed to hover between an 85 and an 88.

I had thought that performance on the Quiz (which covered the readings) and Participation (where we discuss the readings in class) would have been fairly good predictors of performance on these items. I was wrong.

I was surprised at the correlations with the Essay Exam. To begin with, Participation was *negatively* associated with performance on the Essay Exam, although the correlation size was essentially zero ($r = -.05, p = \text{n.s.}$). The Quiz score also was not really correlated with the Essay Exam ($r = .06, p = \text{n.s.}$). The Verbal exam showed a much larger positive correlation with the Essay Exam ($r = .28, p = \text{n.s.}$), and the Final Paper had an even slightly stronger correlation with the Essay Exam ($r = .32, p < .10$).

I am not really sure how to account for these correlations. My best guest would be that the Essay Exam—like the Verbal Exam and the Final Research Paper—required a lot of preparation. Students that were willing to put in that preparation did okay, but those that had a habit of doing things at the last minute did poorly in these formats.

Please see [Appendix H](#) for an example of one of the best papers.

Seminar Format

My best measure of how interactive the seminar really was comes from the Participation grade. I made a point of not handing out easy Participation points, and making sure that students actually had to speak (and not simply attend class) to earn them. The average Participation grade was an 87. Overall, the distribution was fairly balanced, with 5 students receiving a score of 70-79, 6 receiving a score of 80-89, and 8 students receiving a score of 90-100. For the most part, I thought half or more of the class spoke on any given day. There was no apparent bias between the 8 male students and 10 female students, as they both had an average Participation grade of 87. There were also no important differences between standing, with the 7 non-seniors having an average Participation score of 89, and the 11 seniors having an average Participation of score of 87.

5. DESCRIPTION OF PLANNED CHANGES

Overall, I think the class was successful in getting students to make connections between political communication and the “real world.” Overall, I thought the class went fairly well, although there are definitely a few areas that I would like to adjust for the next time that I teach the class.

Verbal Exam

I am unsure if I would want to do another verbal exam. On the negative side, it required a lot of time—including canceling three classes in order to accommodate the testing. Although I thought it would provide the opportunity for in-depth follow-up questions, I soon realized that the amount of content covered was too much for the time allowed. If I did so again, perhaps I would do it in conjunction with a midterm essay where the students would have to orally “defend” their written responses. Such a set-up would give students more built-in preparation. I mentioned this idea to students on the last day of class, and several people nodded thoughtfully, which suggests they thought this would be a good idea.

Guest Speakers

I thought the Guest Speakers were a nice addition to the class. Two seemed to be a good number, although I could see having a few additional speakers if it seemed important enough (perhaps a pollster or someone that does canvassing). It would be nice to integrate the speakers a bit more into class, but I am not sure that I can do that much more. I tried to integrate the speakers into the class by featuring them as prompts on the Verbal Exam and the Essay Exam, sending a list of questions from students to the Guest Speakers, and discussing each speaker with students on the next class day.

Research Paper

I will continue to have drafts when there are research papers assigned for a class. Students in other classes have told me that they appreciate this aspect to my classes, and the strong positive correlation between performance on the drafts and performance on the final paper underscore that this component should remain. To encourage students to learn even more from the drafts, I could require them to provide a brief write-up on how they addressed my comments from the prior draft.

Quizzes

I will increase the grade value of quizzes in the future. Quizzes were only worth 10% of the grade, which may explain why few students took preparatory notes, despite the average Quiz score being only 72%. In the future, I will make quizzes worth 20-25% of the grade. Otherwise, I am satisfied with the quizzes.

Essay Exam

I liked the format of the Essay Exam, and I am curious to learn from the evaluations what students thought about this. The only thing that I would change is to be more deliberate about how readings will fit with the Essay Exam prompt. With a campaign season, we were already

talking about political ads, campaigns, and strategy, so the Essay Exam prompt seemed like a natural extension of our class discussions. If I teach this class outside of the presidential campaign, I will need to be mindful of still talking about political strategy and ads (perhaps at a more local level or in recent elections).

Seminar Format

Overall, I thought that the seminar format went well. In terms of grading Participation, I think I would like to have each week serve as its own grading unit (like an individual quiz), and then simply average these Participation scores together. Although this would be more work for me, I think it would provide a more accurate Participation grade.

The mini-lectures in class (not discussed in this portfolio for reasons of space) will be altered or dropped. For whatever reason, the energy in the class generally seemed to drop when a student gave a presentation. Although I had hoped that having students give presentations throughout the class on readings would help them become better public speakers, I am less sure about this now. Indeed, when I asked a different class whether giving class presentations made them better public speakers, all but one (in a class of 20) said no. When I asked whether it made them at least less nervous to speak publically, the person told me it did not because no one listened to student presentations in the first place, so they felt it really did not count as public speaking.

If I do presentations again, there will be a very clear rubric on presentation guidelines. In the absence of these, I think the presenters feel that there is little at stake in their presentation, and they also lack appropriate guidance on what makes for an effective presentation.

6. CONCLUSION

The Peer Review Project has been a useful experience. The process helped me explicitly articulate objectives for the course, organize the course around these objectives, and develop ways to assess how well these objectives were met. Experimenting with a new form of assessment (the Verbal Exam) and analyzing student performance (and correlating it with other forms of assessment) have been valuable, and I will definitely repeat this with other classes. In addition, it was also very valuable to meet and network with others participating in the Peer Review Project, and to see the poster sessions for advanced participants.

APPENDICES

APPENDIX A

POLITICAL SCIENCE 430: POLITICAL COMMUNICATION
11:00-12:15 TUESDAY/THURSDAY
OLDFATHER 305
SPRING SEMESTER 2016

Instructor: Dr. Brandon Bosch

Office: 722 Oldfather

Office Phone: 402-472-6069

Email: bbosch2@unl.edu

Office Hours: Office Hours: Monday 1:00-3:00, Tuesday 1:00-3:00, Wednesday 9:00-10:30

Political communication is a broad, interdisciplinary field, and this class will draw on ideas from such areas as Political Science, Communication, and Journalism. The main themes that this class will focus on are (1) news media, (2) political campaigns, and (3) the ability of political entrepreneurs to get their message out to news media and the public. This class will be taught primarily in a seminar format. A seminar is driven by student discussion (not lecture), and thus it is critical that you come to class fully prepared to discuss the readings. You are also expected to show full respect to your classmates, guest speakers, and the instructor. The learning objectives and assessments for this class are as follows:

Goal 1	Students will learn how to do social scientific research in political communication.
Assessment	Students will write an 8-10 page research paper in an area of political communication.
Goal 2 political	Students will apply concepts in class to current news media coverage, campaigns, and political discourse.
Assessment	Students will give a “mini-lecture” that use examples from the news and relate them to class concepts. Students will also link comments from the guest speakers to the class.
Goal 3	Students will have a mastery of core concepts from class.
Assessment	Mastery of core concepts will be assessed through class discussion, quizzes, mini-lectures, a verbal exam, and an essay exam.

Required Texts:

Robert Entman (2012). *Scandal and Silence: Media Responses to Presidential Misconduct*.

Sarah Sobieraj (2011). *Soundbitten. The Perils of Media-Centered Political Activism*.
The majority of the readings will come from online texts (OT) on Blackboard.

Class Discussion	25%
Quizzes	10%
Mini-Lecture	10%
Verbal Midterm Exam	15%
Content Analysis Drafts (3)	10%
Content Analysis Research Paper	15%
Essay Exam	15%

(1) Class Discussion (25%)

Everyone is expected to contribute to class discussion each day. Contributing to class means giving thoughtful answers and providing critical questions. In general, your comments should directly engage with the readings, as tangential references to the readings will have little impact on your participation grade. If necessary, I will call on people to ensure an equitable distribution of class participation.

(2) Quizzes (10%)

The quizzes will be closed-book, open hand-written notes.

(3) Mini-Lectures(10%)

You will be responsible for providing a min-lecture to the class. This lecture will last 3-6 minutes and involve sharing a visual example with the class that relates to a concept in the readings (it can either exemplify or contradict what the readings say). The example can be shown through PowerPoint, videos, or hand-outs. You will be docked a half-letter grade for each minute under/over the time limit.

(4) Verbal Midterm Exam (15%)

The verbal exam will take 10 minutes and be in my office.

(5) Essay Exam (15%)

The take-home essay exam will be cumulative, but will emphasize the second half of the class.

(6) Content Analysis Drafts (10%)

You will need to turn in three drafts for the content analysis research paper. These drafts will help you stay on schedule and receive important feedback from me and your peers.

(7) Content Analysis Research Paper (15%)

You will write an 8-10 page research paper in political communication that uses content analysis.

Policies

No computers, electronics, or non-class materials can be used in class. Discussion must be with the entire class (not chatting with neighbors). The first violation of this policy results in a two-letter grade deduction from your participation grade. The second violation of this policy will reduce your participation grade to a 50%. The third violation of this policy will reduce your participation grade to a zero.

You are strongly encouraged to print out the Blackboard readings and bring them to class (to save paper, do not print the bibliography and adjust settings to print multiple pages per sheet of paper, and print on the front and back). If you choose not to bring a hard copy, be sure to bring some hand-written notes to class.

You are expected to come to every class and be on time. Class absences and tardiness will result in deductions from your participation grade. You are expected to contribute to class discussion *each class*. You will receive a zero in participation on days that you are absent or silent. Please let me know if you will be missing class.

Late assignments will be immediately docked a Full Letter Grade. If the assignment is not handed in by midnight (via email), the paper will be docked an additional Letter Grade. If the assignment is not handed in by noon the next day, the assignment will receive a zero.

Appealing Grades: Wait at least 24 hours. Provide a written statement explaining why you think you have been graded unfairly. Since grades are based on results (what you actually wrote or said), do not invoke personal effort in your grade complaint. Any grade complaint that references how hard you worked or studied will be immediately rejected. Upon re-reading your request, I reserve the right to keep your grade the same, raise your grade, or lower it. All appeals of grades must be made within 5 working days following the return of the assignment.

Students with disabilities are encouraged to contact the instructor for a confidential discussion of their individual needs for academic accommodation. It is the policy of the University of Nebraska-Lincoln to provide flexible and individualized accommodation to students with documented disabilities that may affect their ability to fully participate in course activities or to meet course requirements. To receive accommodation services, students must be registered with the Services for Students with Disabilities (SSD) office, 132 Canfield Administration, 472-3787 voice or TT.

1/12	(T)	CONTENT ANALYSIS RESEARCH PAPER
	OT:	Riffe, Lacy, and Fico (2014). Sampling (71-93). <i>Analyzing Media Messages</i> .
		NEWS MEDIA
1/14	(TH)	Being a Reporter and the News Norm of Objectivity
	OT:	Daniel Ryfe (2012). "Habits" (56-83). <i>Can Journalism Survive?</i>
	OT:	Gaye Tuchman (1972). Objectivity as Strategic Ritual: An Examination of Newsmen's Notions of Objectivity. <i>American Journal of Sociology</i> , 77 , 660-679.
	OT:	Brent Cunningham (July/August 2003). Re-thinking Objectivity. <i>Columbia Journalism Review</i> . http://www.cjr.org/feature/rethinking_objectivity.php
1/19	(T)	News Norms, Routines, and Indexing

- OT: Regina Lawrence (1996). Accidents, Icons, and Indexing: The Dynamics of News Coverage of Police use of Force. *Political Communication*, **13**, 437-454.
- OT: Steven Livingston and W. Lance Bennett (2003). Gatekeeping, Indexing, and Live-Event News: Is Technology Altering the Construction of News? *Political Communication*, **20**, 363-380.
- OT: Karen Callaghan and Frauke Schnell (2001). Assessing the Democratic Debate. *Political Communication*, **18**, 183-212.

1/21 (TH)

Political Economy of News

- OT: Robert McChesney (2003). The Problem of Journalism, *Journalism Studies*, **4**, 299-329.
- OT: Damaris Colhoun (February 10, 2015). Disguising Ads as Stories. *Columbia Journalism Review*.
http://www.cjr.org/behind_the_news/sponsored_content.php
- OT: Damaris Colhoun (May 1, 2015). Is the News Behaving More Like Advertising?
http://www.cjr.org/analysis/news_behaving_more_like_advertising.php
- OT: Dmaris Colhoun (April 16, 2015). BuzzFeed's Censorship Problem. *Columbia Journalism Review*.
http://www.cjr.org/analysis/buzzfeed_censorship_problem.php

1/26 (T)

Cultural Scripts and Formulas in the News

- OT: W. Lance Bennett (2005). News Content: Four information Biases that Matter (37-69).
- OT: Paula Farhi (December 13, 2015). Bad Girls and Gone Girls: Why The Media Tired of 'Missing White Women.' *The Washington Post*.
https://www.washingtonpost.com/lifestyle/style/bad-girls-and-gone-girls-why-the-media-tired-of-missing-white-women/2015/12/09/5660fb52-9934-11e5-94f0-9eeaff906ef3_story.html
- OT: Jannell Ross (January 3, 2015). Why Aren't We Calling the Oregon Occupiers "Terrorists?" *The Washington Post*.
<https://www.washingtonpost.com/news/the-fix/wp/2016/01/03/why-arent-we-calling-the-oregon-militia-terrorists/>

Draft 1 Due: Hardcopy of Annotated Bibliography (6 sources) and Paper Proposal (RQ or H and brief description of dataset).

1/28 (TH)

Riley Johnson of *The Journal Star*

2/2 (T)

News Media Coverage of Scandals

Robert Entman (2012). *Scandal and Silence: Media Responses to Presidential Misconduct* (19-47, 94-109).

- 2/4 (TH) **News Media Coverage of Scandals**
Robert Entman (2012). *Scandal and Silence: Media Responses to Presidential Misconduct* (110-212).
- 2/9 (T) **Soft News and Entertainment Media**
OT: Matthew Baum (2005). Talking the Vote: Why Presidential Candidates Hit the Talk Show Circuit. *American Journal of Political Science*, **49**, 213-234.
OT: Bruce Hardy, Jeffrey Gottfried, Kennedy Winneg, and Kathleen Hall, and Jamieson (2013). Stephen Colbert's Civic Lesson. *Mass Communication & Society*, **17**, 329-353.
OT: Chris Gavaler (2014). The Imperial Superhero. *PS: Political Science & Politics*, **47**, 108-111.
- 2/11 (TH) **New Media**
OT: Cynthia Bogard and Ian Sheinheit (2013). Good Ol' Boy Talk versus the Blogosphere in the Case of Former Senator George Allen. *Mass Communication & Society*, **16**, 347-368.
OT: John Parmelee (2013). Political Journalists and Twitter: Influences on Norms and Practices. *Journal of Media Practice*, **14**, 291-305.
OT: Greg Marx (December 2009). Is Politico Really 'New Media?' *Columbia Journalism Review*.
http://www.cjr.org/behind_the_news/is_politico_really_new_media.php
- POLITICAL CAMPAIGNS**
- 2/16 (T) **Being a Political Consultant**
Sam Fischer. Meridian Political Consultant.
- 2/18 (TH) **Running For Office**
OT: The Political Education of Maggie Lauterer [20:00-1:05:00].
<https://vimeo.com/123433492>
Draft 2 Due on Blackboard by 9:00 AM: 3-4 page Literature Review and Hypothesis/Research Question (Minimum 8 Sources in Text/Bibliography). Bring Hardcopy to class for peer review.
- 2/23 (T) **News Media and Campaigns**
OT: Thomas Patterson (1993). Reporters' Issues Versus Candidates' Issues (134-175) *Out of Order*.
OT: Kathleen Hall Jamieson and Paul Waldman (2003). The Press as Amateur Psychologist, Part II (41-73). *The Press Effect*.
OT: C. Danielle Vison and William Moore (2007). The Campaign Disconnect: Media Coverage of the 2000 South Carolina Presidential Primary. *Political Communication*, **24**, 393-413

		<p>OT: David Uberti (September 23, 2015). The Media's Trump Conundrum. <i>Columbia Journalism Review</i>. http://www.cjr.org/analysis/the_medias_trump_conundrum.php</p>
2/25	(TH)	Verbal Exams
3/1	(T)	Verbal Exams
3/3	(TH)	Verbal Exams
3/8	(T)	<p>Bush vs. Kerry: The 2004 Election</p> <p>OT: Robert Denton Jr. (2005). Religion and the 2004 Presidential Campaign. <i>American Behavioral Scientist</i>, 49, 11-31.</p> <p>OT: L. Patrick Devlin (2005). Contrasts in Presidential Campaign Commercials of 2004. <i>American Behavioral Scientist</i>, 2005, 279-313.</p>
3/10	(TH)	<p>Content Analysis</p> <p>OT: Natalie Stroud and Vanessa de Macedo Higgins (2011). Content Analysis (123-143).</p> <p>OT: Kimberly Neuendorf (2002). Measurement Techniques (118-125). <i>The Content Analysis Guidebook</i>.</p>
3/15	(T)	Bring Codebook, Codesheet, and Media Texts to Class for Coding.
3/17	(TH)	Draft 3 Due By Noon: Literature Review, Methods Section, Completed Codesheet and Codebook (5-6 Pages for Main Body, 3- 5 Pages for Appendix).
3/22	(T)	Spring Vacation
3/24	(TH)	Spring Vacation
3/29	(T)	<p>Campaigning Against Obama</p> <p>OT: Charlton McIlwain and Stephen Caliendo (2013). Mitt Romney's Racist Appeals. <i>American Behavioral Scientist</i>, 4, 1-12.</p> <p>OT: Robert Busby (2012). Selling Sarah Palin (218-227). <i>Routledge Handbook of Political Marketing</i>.</p> <p>OT: Reginal Lawrence and Melody Rose (2010). Clinton's Gender Strategy (109-139).</p>
3/31	(Th)	<p>POLITICAL ENTREPRENEURS, FRAMING, AND INFLUENCING MEDIA</p> <p>Political Rhetoric</p> <p>OT: Frank Luntz (2002). The Environment: A Cleaner, Safer, Healthier America. https://www2.bc.edu/~plater/Newpublicsite06/suppmats/02.6.pdf</p> <p>OT: George Lakoff (2004). Framing 101: How to Take Back Public Discourse (3-34) <i>Don't Think of an Elephant!</i></p>

OT: Mark Smith (2007). The Rhetorical Adaptations of the Republican Party (123-150) *The Right Talk*.

4/5 (T)

Influencing Media

OT: W. Lance Bennet, Regina Lawrence, and Steven Livingston (2007). Managing the News (131-164) *When the Press Fails*.

OT: Aaron McCright and Riley Dunhlap (2000). Challenging Global Warming as A Social Problem: An Analysis of the Conservative Movement's Counter-Claims. *Social Problems*, **47**, 499-522.

OT: Peter Dreier and Chrostpher Martin (2010). How ACORN Was Framed: Political Controversy and Media Agenda Setting. *Perspectives on Politics*, **8**, 761-792.

4/7 (TH)

Political Activists and News Media

Sarah Sobieraj (2011). *Soundbitten: The Perils of Media-Centered Political Activism* (1-67).

4/12 (T)

Sarah Sobieraj (2011). *Soundbitten: The Perils of Media-Centered Political Activism* (68-106).

4/14 (TH)

Sarah Sobieraj (2011). *Soundbitten: The Perils of Media-Centered Political Activism* (107-177).

4/19 (T)

Content Analysis Project (8-10 Pages) Due By Noon on Blackboard.

4/21 (TH)

WORK DAY

4/26 (T)

WORK DAY

4/28 (TH)

Due: Hard Copy of Exam Essay in Class

APPENDIX B

I will select two of the three questions below for you to answer for the verbal exam. You will need to speak 5-6 minutes on each question. Be sure to know the articles very well, as I will be asking follow-up questions and asking you to substantiate your argument using the theoretical framework and empirical findings from the articles.

The purpose of the verbal exam is two-fold. First, I want to assess your knowledge of the material and your ability to synthesize the readings into a larger argument. Please note what I just said here: I do not want you to simply parrot what each article said, but instead weave them together to make a larger statement about what the field finds about news media (kind of like when you write literature reviews).

Second, I want to assess how well you can prepare professionally for a meeting with another person in which you can discuss complicated ideas and readings in a natural way. This is an extremely important skill in most careers, whether it is discussing business plans/contracts/strategies with colleagues, bosses, or clients. You are expected to come to this exam having prepared and rehearsed what you will say, yet not sound robotic when doing so. How well you give this impression will affect your grade.

Grading Criteria. Questions 1 and 2 will account for roughly 80% of the grade, while questions 3 and 4 will account for approximately 20% of the grade.

1. How well does the student demonstrate knowledge of the readings in the prompt? To what extent does the student's knowledge go beyond simply what the abstract says in the article?
2. How well does the student make an argument using the readings?
3. How professional did the student behave during the exam? To what extent did the student make eye contact, exhibit confidence and enthusiasm, use complete sentences, avoid overuse of "like" and rising intonation at the end of sentences. In short, was it a professional presentation of self?
4. How comfortable would I be having you be my political media strategist based on this exchange?

How does the norm of objectivity, the beat system, and indexing work to influence news coverage? To what extent does technology and live-event news challenge these characteristics?

In providing your answer, be sure to discuss specifics from Gaye Tuchman, Brent Cunningham, Regina Lawrence, Steven Livingston and W. Lance Bennett, and Karen Callaghan and Frauke Schnell.

2. In what ways does economic factors influence news coverage? In what ways do news-writing formulas and culture influence the coverage of issues and/or scandals? How might these elements be mutually reinforcing in terms of crafting a story? How might these elements work against each other in terms of crafting a story? **In providing your answer, be sure to draw upon Robert McChesney, one of the Damaris Colhoun articles, Lance Bennett, Paul Farhi, and Robert Entman.**

3. To what extent are social media and soft news influencing the way traditional news is reported and ways that people (and which type of people) learn about politics? **In providing your answer, be sure to draw upon Cynthia Bogard and Ian Sheinheit, John Parmelee, Riley Johnson (*Journal Star* journalist), Mathew Baum, and Bruce Hardy et al.**

APPENDIX C

Lit Review + Methods Peer Reviewer Questions

1. Does the lit review hang together? Do you now have a real grasp of research in this area? If not, what is missing from the lit review?
2. Does the hypothesis match the findings from the literature review? Does it feel like it will be adding to the literature review?
3. Does the methods section seem like it addresses the hypothesis and would help build off the literature view?
4. How clear and appropriate are the variables/questions/dataset? Do you see any potential problems?
5. What were the best pieces of advice you received on your draft, and how will you incorporate them into your paper?

APPENDIX D

After receiving your newly minted UNL Bachelor's degree, you have received a job offer as a political consultant with the National Democratic/Republican Party. As you might have guessed, some of your new D.C. colleagues are skeptical of your abilities, and one of your co-workers allegedly confronted your supervisor, saying "What can we possibly learn from this Nebraskan hayseed?!" As you can see, you have a lot to prove to your new employer.

Your first task is to pen a brief outlining your vision for how the party should run their presidential campaign. Your brief should be written as mix between a literature review and the Luntz memo or the Lakoff reading. If you want another model, you can also see Mark Penn's memos for Clinton's 2008 campaign (<https://www.scribd.com/doc/4097976/Penn-Launch-Ideas-12-21-06>)

Like a literature review, each paragraph should be written around a topic sentence centered on a core concept, with multiple citations from class to support the topic sentence. You should not be providing reviews of the reading for the party, but instead extracting the most useful and relevant parts for this campaign. In terms of organizing paragraphs, you could look to the organization of the syllabus' readings for a start.

Like a memo, this does not need to be written like an academic work. It should be clear and understandable. However, it should be well cited; you are not Frank Luntz, so do not expect your colleagues to accept your generalizations the same way they might with him.

If you are working for Team Republican, outline how you think Donald Trump or Ted Cruz should run (your outline should be generic enough to work for someone else if there is a messy brokered convention) against Hillary Clinton, who at this point is the presumed nominee. If you are working for Team Democrat, outline how you think Hillary Clinton should wage her campaign against Trump/Cruz. Campaigns are dyadic in nature, so be sure to talk about both the candidate you are supporting *and* opposing.

Your brief should consider the following:

Potential Ads, Campaign Themes, and Debate Talking Points

Framing of Issues and Candidates

Expectations of Media Coverage and how to leverage it to your campaign's advantage

How Supportive and Opposition Protest Groups and Opinion Entrepreneurs might fit into your strategy.

The essay must be 4-6pages, with one-inch margins, size 12 Times New Roman font, and no spacing between paragraphs. The paper will be automatically deducted a minimum of five points if it does not meet these requirements.

In addition to these requirements, the essay must also cite Sam Fischer, the Maggie Lauterer video, and *Soundbitten*, as well as 10 other readings since 2/23. If these requirements are not met, there will be a minimum of an additional five-point deduction.

APPENDIX E

George Lakoff

1. What is the principle about framing that Lakoff links to an elephant and Nixon?

Don't use the language of the frame that you are trying to refute. Saying "don't think of an elephant" brings up the very idea of an elephant. Similarly, Nixon saying "I'm not a crook" makes you start to think of him in the context.

2. According to Lakoff, what connotations does "tax relief" have?

People are under siege (by taxes), and we need to rescue them. Needy people take hope—tax cuts to the rescue!

3. According to Lakoff, what is the model of the family that conservatives use? What are the values of this model?

**Strict Father Figure. He can (1) Protect the family in a dangerous world (2) Support the family in the difficult world (3) Teach his children right from wrong
Parent must teach obedience, even though painful discipline. Also assumption that people that have self-discipline will succeed, and that it is not right to take money away from those people (taxes) and reward people that have made poor choices in life.**

4. According to Lakoff, what is the model of the family that liberals use? What are the values in this model?

Empathy and Protection. Two-way communication, Trust, giving children freedom to explore

(thought this example was weaker than the Strict Father Figure—I felt that he was playing favorites here, and a lot of the values that he speaks of also sound conservative (freedom, opportunity, prosperity, protection against crime, drugs, and terrorism)

Nurturant Parent.

5. Do you agree with Lakoff's 11 points?

Frank Luntz

1. What is the thing that Luntz advises Republicans to first say when talking about the environment, and what is his rationale for this?

Open with a personal story about how you love the environment. People don't trust Republicans on the environment—you need to win their trust before anything else.

2. What terms does Luntz say that Republicans should avoid when talking about the environment and regulations, and what is Luntz's rationale?

Do not talk about economics—people already think that Republicans only care about money and the wealthy. Don't walk right into this stereotype.

3. What was the issue about arsenic in the drinking water supply, and what lesson does Luntz draw from it?

Right before the end of his 8 years, Clinton used an executive order to lower the federal standard for arsenic in drinking water from 50 ppb to 10 ppb.

When Bush came into office, he delayed this order.

This level had been safe enough for Democrats (and other Americans) for nearly 8 years, but all of sudden it seemed as if Bush was allowing a radical increase in the levels of arsenic permitted in drinking water.

Republicans should have discussed how the original 50 ppb was based on “sound science” and that rather than have a public debate on the actual risks, Clinton decided to sneak in legislation. We welcome an open debate on what the proper limit should be. There will always be some level of arsenic in the water, so we should focus on what is a realistic safe amount, rather than reacting emotionally.

4. In order to show their support for the environment, what specifically should Republicans say they are in favor for, according to Luntz?

Talk about something very concrete, like using the park services.

5. According to Luntz, how should Republicans discuss the science of global warming?

Don’t call it Global Warming—call it Climate Change. Climate Change sounds naturally changing weather between different regions of the country.

6. According to Luntz, how should Republicans discuss the role of technology and innovation in global warming?

It can play a critical role in saving the environment—we need to create an environment where American innovation and technology can continue to prosper.

7. According to Luntz, what is the “emotional home run” of arguments regarding global warming?

Other countries (like China) will not be abiding to the same carbon emission standards. As a result, American workers will be hurt and China will prosper—this isn’t fair and we won’t help the environment until all the major players get onboard.

8. According to Luntz, what should Republicans call “global warming?” Why?

Climate Change—it seems more natural and less scary (e.g., you experience “climate change” driving from one region of the country to another)

Mark Smith

1. According to Smith, how have the speeches of Republican governor’s changed over time?

Talk about the Economy a lot more

8% (Strong economy) and 11% (Weak economy) Compared to 10% (Weak economy) and 24% (Strong economy)

2. How did Goldwater and Reagan differ in their acceptance speeches?

Goldwater stressed the importance of freedom, and that government taxes and regulations unjustly limit freedom of choice and the enjoyment of someone’s hard work

Reagan stress that government and taxes got in the way of economic growth and prosperity (and as a result, even tax receipts). Supply-side economics.

Freedom, while Reagan stressed

3. According to Smith, what led to this rhetorical adaptation?

The economy got really bad after 1973...people cared about unemployment and inflation. So, the moral arguments of conservatism (liberty, freedom, individualism) gave way to economics (tax cuts will grow the economy)

4. According to Smith, what did George Bush's rhetoric sound like, and why did it change?

In 2000-with the economy doing well—Bush talked about how tax cuts were needed because there was a surplus, and that the surplus really belonged to the people (not the government).

Conversely, when the economy was doing poorly (and there were deficits), Bush also called for tax cuts, saying it was needed to grow the economy.

However, the economic frame also extended to other areas: rejecting the Kyoto global warming treaty, having a guest worker program, and loosening power plant regulations.

https://www.youtube.com/watch?v=Q-z_wRErK2E

<https://www.youtube.com/watch?v=NhY7Ff3D6D4>

APPENDIX F

How does the norm of objectivity, the beat system, and indexing work to influence news coverage? To what extent does technology and live-event news challenge these characteristics?

In providing your answer, be sure to discuss specifics from Gaye Tuchman, Brent Cunningham, Regina Lawrence, Steven Livingston and W. Lance Bennett, and Karen Callaghan and Frauke Schnell.

Great answers to this question and very smooth transitions. The only weakness was with the Callaghan and Schnell article, where it seemed like you knew the general takeaway but not the real substance of the article. Even after I gave an addition prompt, you were still fuzzy on this. Otherwise, it was great.

40/40

Good start.

Tuchman: Objectivity. Strategic rituals to obtain objectivity, will use facts to make truth claims, “A said “B” use quotes a lot to distant themselves, facts speaking for themselves.

Put most important information first. Protect themselves against being biased or being fired. Trying, but failing to truly be objective. Cunningham aggress, but goes more into the fact that in trying to objective, not being as investigative as they should. Leads to officials heard a lot.

Lawrence: Whenever there is an argument—no debate—that is what is being covered. But with police brutality it is more “random” and you hear more non-official voices, but you still hear official voices.

Livingston and Bennett: Look at how quickly officials, still seeing officials responding quickly. Beat system, linking to Ryfe. And frustration of journalists not being allowed to use their Beat system.

Callaghan and Schnell. Commercial imperative overrides, say ...prompt but still vague.. not clear.

Good use of hands. Good voice and sentences. Great transitions—it was a real argument.

To what extent are social media and soft news influencing the way traditional news is reported and ways that people (and which type of people) learn about politics? **In providing your answer, be sure to draw upon Cynthia Bogard and Ian Sheinheit, John Parmelee, Riley Johnson (*Journal Star* journalist), Mathew Baum, and Bruce Hardy et al.**

This was another strong answer, although not as strong as the first question. There were no big mistakes, but I felt like the details could have been a bit richer. Still. A very good job.
38/40

Presentation of Self

This was also very good, which I think was helped by your knowing the material so well. You jumped right into your argument (no “ums” no re—reading the question allowed, no “So Tuchman says...”)

You made a good eye contact, sounded confident, had good posture and used your hands appropriately. You also tended to speak in complete sentences and not let sentences...hang...

The only thing negative I can think of is that you said that you were either “spacing” or “blinking” out. I think something like “I’m having difficulty recalling this reading/the point I was trying to make) sounds a bit better.

Overall, this was done very well—job interview quality!

20/20

98/100

Baum. Audience can be less educated and informed on talk show circuit. Candidates talk less about partisan issues, more on personal characteristics, Bill Clinton on MTV and later playing saxophone.

[I ask follow-up question]: If I’m remembering correctly, people that watch those shows like those Colbert article: People’s knowledge went up, laughter helps, perceived and actual knowledge went up I was pretty sure it was higher watching Colbert.

Bogard and Sheinheit, Racist comment spread like wildfire on the blogs, younger people. Can influence how people vote for.

Parmelee: Twitter is influencing how journalists write. Crowd source, get new sources, can get echo chamber.

Audio Sample 1



Audio Sample 2



APPENDIX G

Quenching America's thirst

Introduction

It is considerably well known that news media organizations appeal to a specific selection of Americans, usually based on political ideology; conservative news vs. liberal News. This is because two separate media outlets will have different approaches as to how they frame an issue, they can be reporting on the same issue but discuss it in ways that reflect the show's views on how the public should think about it. In (Lakoff, George) conservative and liberal moral systems are compared to the "strict Father and Nurturing parents". My study is meant to examine the framing and rhetoric used by two different media organizations: Fox News and MSNBC, both known to be on opposite sides of the political spectrum. I will be examining how both sides discuss the Keystone XL pipeline, looking at the main themes and how it falls into line with the ideology of each other's political views.

H1: MSNBC will take a greater stance against the Keystone XL pipeline framing their stance based on the environments' defense.

H2: Fox News Network will have a more positive stance on the Keystone XL pipeline and frame their stance based on economic benefits.

H3: Both media stations will focus their criticism on the opposite side of their presumed political views.

Partisan news coverage

Most American's are well aware of the power of influence the media holds in affecting public opinion on important issues. While most would agree the importance of objectivity in reporting and the news media's responsibility to inform the public, news platforms like MSNBC and The Fox News Network tend to report and inform in different ways with contrasting opinions and stances; "Readers are not given enough information to judge the issue for themselves; instead, they are quagmired in disconnected views and assertions" (Nissani pg. 33). (Lakoff, George) describes the way conservatives feel on a moral basis is consistent with the attitude of the "strict father" in that "morality is linked to prosperity"(pg. 7); when we act upon our own self-interest we achieve prosperity. Lakoff then compares to the morals of Liberals as the nurturing parent, which operates on the basis of "empathy and responsibility" (pg. 12) which can be seen as their more prevalent rhetoric on environmental protection.

MSNBC tends to support liberal views as Fox News share Conservative views, and these days almost every issue is framed to position and divide issues of all sorts (Social, economic, and foreign relations) onto both sides of the spectrum. In a similar study to mine over Climate Change, in reference to Fox News and CNN, "Fox News anchors tended to emphasize the scientific uncertainty of climate change more so than CNN anchors; conversely, CNN anchors were more likely than Fox anchors to state that global warming is real and happening" (Feldman, pg. 4). The study finds that there is an ideological split in opinions on the issue of climate change often contending vast differences.

"The term (climate change) has taken on political overtones...people who accept evidence of a human imprint on the global climate are considered to be mostly (liberals)...People who are

skeptical of the evidence are thought to be mostly (conservatives)” (Jim Dipeso pg. 91). Dipeso goes on to discuss the effect of framing and the stances media narratives have on environmental issues specifically climate change “...Climate change are informed by the values and worldviews of those doing the narrating and those doing the listening” (pg.91).

Keystone XL Pipeline

“The US Department of Transportation estimates there currently exists over 4 million kilometers of pipelines crisscrossing the country, or enough to circle the world 100 times”(Gravelle, and Lachapelle pg. 1). The Keystone XL pipeline is a project to expand the already functioning keystone pipelines that flow through the United States, something that I don’t believe was well known to the public is that TransCanada, who own the pipelines, already have operating lines flowing through the country and that the XL is an expansion of the current pipelines. “The United States consumes roughly nineteen million barrels of oil per day” (Cherry pg. 12). To supply that thirst for oil, the XL pipeline is set to deliver 830,000 gallons of crude oil from the tar sands of Canada. The proposed expansion would travel through Montana, and Nebraska to its destination in the Gulf of Mexico.

Some of the biggest backlash was in Nebraska where the sensitive areas around the Ogallala Aquifer led to fears of contamination potential. Gravelle and Lachapelle find in their study that “...individuals tend to adopt policy attitudes consistent with their ideological predispositions and in line with fellow partisans... the promise of local jobs and other economic benefits work against environmental considerations of local spills and global risks related to climate change (Gravelle and Lachapelle, Part 4). With the split partisan views of the pipeline, the above quote falls in line with my study in that each side (MSNBC and Fox News) will frame their information based environmental risks (MSNBC) and economic benefits such as job creation (Fox News).

ANWR Arctic Drilling

My study of the Keystone XL pipeline can find similar characteristics in the framing of coverage over the issue of opening up major parts of the Alaskan National Wildlife Reserve for oil and natural gas drilling. The issue instantly became a partisan issue that the Bush Administration promote heavily in the early 2000’s. The similarities are found in the way both sides framed the project, those against the drilling framed their argument based on the detrimental effects on the environment “Pro-environmental interests and pundits assert a stable of arguments for the purposes of delaying and thwarting attempts to drill in the ANWR” (Monaghan, pg. 657). The article brings up as well as the environmental risks as well as the failure to release the U.S. from its dependence on oil and has backing from many environmental groups including the Natural Resources Defense Council (pg. 658).

On the Conservative side, similar arguments are made about the need to be self-reliant in with our energy needs, a threat of foreign nations has become concrete in the conservative world as being the cause of this need to protect the country; “the most persuasive and timely argument for drilling in the ANWR is that doing so would radically decrease our dependence on foreign oil” (pg. 667). This falls in line with the strict father view “to protect and support the family in a difficult world” (Lakoff pg. 7), this translates into finding our own source of oil so that we as a nation can be self-sufficient on energy which will also help decrease unemployment. “Those who

were pro-drilling also sided with the economic benefits of creating new jobs, local economy stimulation as well as the federal economic advantage of reducing our trade deficit” (pg. 671).

Another study that interviewed people on their opinions of opening the ANWR for oil drilling, by Christen and Huberty, the significant evidence that “...Democrats held favorable attitudes toward environmental advocacy groups and the Democratic Party and unfavorable attitudes toward Bush and the Republican Party”(Christen and Huberty, pg.321) The fact that liberals were siding with environmentalists and putting the possible effects of the environment also play into Lakoffs title of the nurturing parent; one of the values he notes “You live in a community, and that the community will affect how your child grows up” (Lakoff pg. 13) is quite relevant in that the common good is protection for the environment for future generations. This builds strong support for all three of my hypothesis, and furthers the argument that the sides taken and the framing of the coverage of the keystone pipeline will be ever more predictable according to the rhetoric of MSNBC and The Fox News Network.

Methods

I gathered my data from Lexis Nexis simply using the key word Keystone XL pipeline, using 30 broadcast transcripts total, from both MSNBC (15 transcripts) and Fox News (15 transcripts) from January 1, 2012 and Dec. 31 2014 covering the start of Barack Obama’s race for a second term leading up to the pipeline extension being officially killed. The two events should lead to an increase in indexing from both media platforms since the pipeline would be a crucial issue at the top of the agenda of both Democrats and Republicans alike.

I used a purposive approach to sampling the transcripts, I sorted the search results from oldest to newest so that I could develop an understanding of how coverage changed overtime. I went in order down the list, transcripts that simply only mentioned the pipeline or compared it to something else without any in depth discussion was skipped. My purpose was to focus on time dedicated to the argument of the pipeline.

Variables

“Frames are interpretive storylines that set a specific train of thought in motion, communicating why an issue might be a problem, who or what might be responsible for it, and what should be done about it” (Mathew C. Nisbet pg. 15).

In the development of how I was to go about looking for themes within my data, I kept in mind how Nisbet studied and organized the themes used to frame Climate Change in the media. In figure 2 of his article, he used frames such as: Social progress, Economic development and competitiveness, Morality, Scientific uncertainty, and conflict and strategy (In reference to elites) (pg. 18).

So with that in mind, I decided to use the frames: Economic – *Jobs, and the national interest; Environment – Energy dependency, gas prices, green house gases, The Ogallala Aquifer, Canadian oil, and Global warming*, National Security – *China, and Canada; The Political Game – Lobbying, and the blame game.*

Economic

The Economic category focused on two themes, the first being jobs; framing the effect the pipeline had on jobs was crucial for both sides. Within the job sub-category, was a positive or negative choice; the positive looked at in any way how the potential job creation the pipeline brought was a key selling point in allowing the construction, as well as any indication that the country needs these jobs. The negative choice refers to any attempt to downplay the jobs the pipeline would create, this includes mentioning the low numbers, how the jobs are temporary or how jobs can be found in other projects.

Environment

For the Environment, the common themes were focused on the previous categories. *Energy dependency* is often a key issue on both sides, however the way they are reported couldn't be different, conservatives often define energy dependency as moving away from foreign oil and drilling for our own and liberals are more progressive and finding renewable energy being environment minded. As is said with *green house gases*, any mention of how carbon or simply greenhouse gases will be increased by the pipeline got that check under this sub-category, the opposite being that carbon or greenhouse gases will not increase for the pipeline got a check. I added *gas prices* because it can fuel (pun intended) the need to be energy dependent in that moving away from foreign oil can decrease prices and moving away from oil, will eliminate the problem all together, any framing of the rising gas prices received a check.

The Ogallala Aquifer posed a major hurdle to TransCanada in that the citizens of Nebraska were extremely concerned with the contamination that pipeline would cause, this resulted in complete course change of the pipeline. I'm sure it is obvious as to who would frame their reporting to the Aquifer with care rather than burden.

The category *Canadian oil* refers to any mention of the tar sand crude oil to be dirty, toxic, potent, poisonous, or really any negative adjective used to describe the resource. Finally, *Global warming* was coded as any mention that the pipeline will increase, contribute, progress or have no effect at all to global warming or climate change, will receive a check.

The Second Variable is *National Security*, which will focus on *China* and *Canada*. I looked at adding the Middle East or Venezuela, but I found they were brought up within the discussion to be self-dependent on oil, which took up the context of the mention. The risk of China being sold the oil rather than the U.S. is a real fear that is used in the framing of the pipeline. Another fear is that not working with TransCanada will hurt the relationship with our northern neighbor, any mention of threat that declining the pipeline would cause with these two countries received a check.

Finally, my last variable category is called the *Political Game*, specifically *Lobbying* and *The Blame Game*. The issue with outside groups having influence over the decision will be looked at referring to unions, big oil, and/or environmental groups. Lastly, what I mean by *The Blame Game* is who each news organization focuses their criticism on meaning: Obama, Democrats, Republicans, and even Hillary Clinton.

Results

Overall, my results were not far from the expected. Fox news had framed their argument in favor of the pipeline extension with 66% of the articles stating the need for jobs, 46% stressed the need to be self-dependent on oil, 40% discredited the impact of global warming by keystone all while placing blame on President Obama (46%) and environment groups (66%) for the stalling of the decision.

MSNBC fell into expectations with one exception; although they framed their argument against the pipeline; 40% of the articles discredited the jobs it would bring, 60% stressed the need to be clean energy dependent, as well as relentlessly labeling the type of oil as dirty and toxic (80% of the transcripts). The one exception is that although their frames are swayed toward the hypothesized themes, MSNBC did do a better job at getting some conservative insight. Especially on the ED show, the last three transcripts I coded, if you read them without knowing who was talking, you'd assume it was a Fox commentator because Ed Schultz declared his stance as being for the pipeline; but only as an alternative to how it is being transported now (by rail).

As shown in the chart above, the issue of energy dependency was the closest I saw to bipartisan agreement. The results back up Lakoffs belief of the Strict Father/Nurturing parent theory, the conservative Fox news stressed the need to take care of ourselves when it came to oil production. The contrast would be to continue the reliance on foreign oil, and rather think progressively and turn to clean energy, they act in self-interest ignoring the fact it could harm the planet. Liberals tend to have more compassion and awareness of the earth and stress moving forward with new energy for the greater good. This also being backed up by the second chart which shows the difference in opinions about if global warming will be impacted. Next, as shown in every other category, Fox news showed more intensity with how much they framed jobs, 66% of the Fox articles mentioned the need for jobs while just under half of the MSNBC articles actually down played benefit of the temporary jobs. Finally, the blame game had fingers pointing everywhere; unions, Obama, and even Hilary Clinton made an appearance. However, I never saw an organizations prospected political ideology under fire in their coverage.

I will also note that I had to change the dates of my transcripts for a wider range of samples because MSNBC had significantly less coverage of the pipeline during my original timeline (previously sampled until Jan 1, 2014). This could be due to the fact that MSNBC saw this as a lost battle in the first place because consistently the public opinion was supporting the pipeline according to a poll by ABC in the spring of 2014, 65% of American wanted approval that poll also stated 47% of liberals were in favor as well (Eilperin and Clemment). Finally, I wanted to add that the biggest surprise was the fact that the Ogallala Aquifer wasn't a major topic in the transcripts. I didn't have a single check in the Fox News broadcasts, occasionally it was mentioned but never discussed in detail, and only 13% of the MSNBC articles stated it the pipeline posed a threat to the water source with even 1 article (6%) stating it won't pose a threat.

Conclusion

In concluding this study, I have successfully proved all three of my hypothesis; Fox News presented an economic based argument in favor of the pipeline extension. MSNBC framed their argument against the pipeline expansion on the basis of environmental concerns and finally both sides of the political news spectrum blamed the other for the stalling and/or pushing for the

pipeline. I think this can set a standard for future studies to have an idea on how news organizations view the world and how predictable their framing of stories and issues will be in regard to influencing certain audiences. I regret that I was limited to a small window of time to sample, so coding only a small sample of this nearly six year debate doesn't get the full context of how the two reported this issue. The purpose of this study was to show definite differences in reporting on issues; everyone in this country has the right to hear contrasting views in the news. This is what contributes the beneficial aspects of a democratic society, when everyone can have opposite views on something that can have a drastic effect on their lives and be able to express it freely. That type of freedom begins with the media's responsibility to inform and educate its viewers on issues that affect them, whether we agree with the views or not we have the right and I believe the responsibility to ourselves to be exposed to differing views, that contributes to enabling an open mind on new issues as well as expanding our horizons as citizens so that we can eventually make important decisions for what we personally consider the greater good.

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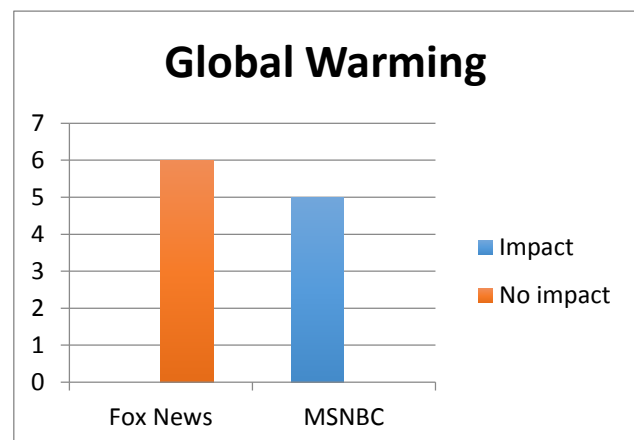
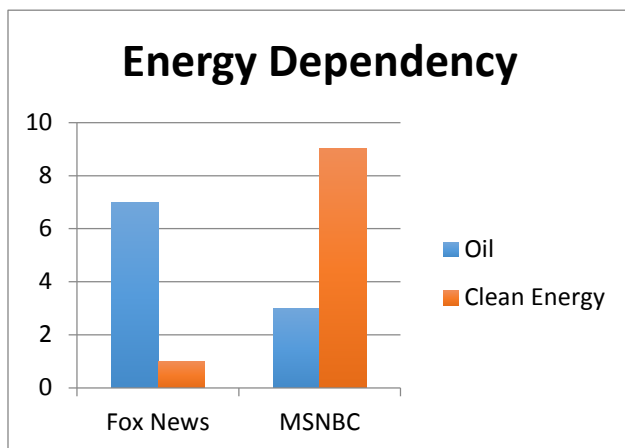
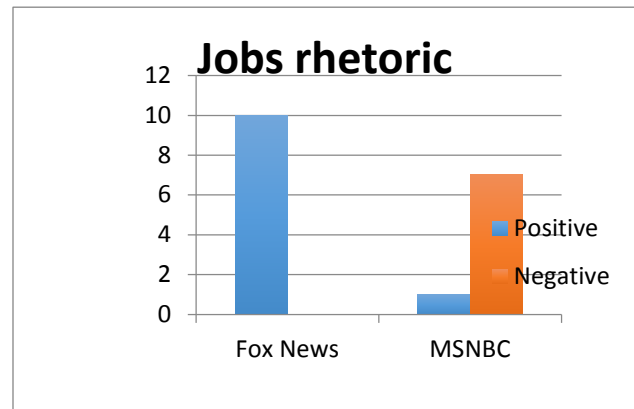
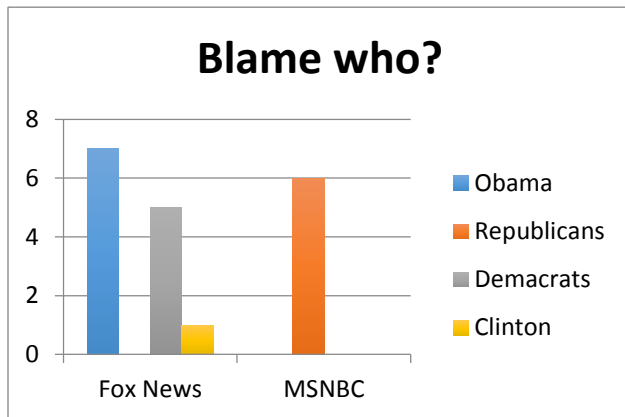
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Codesheet

Variable

Economic

When looking to code this section, Temporary jobs will be viewed through two frames; if the amount of jobs is a key benefit (positive) will receive a 1. If it is framed as being downplayed or essentially referring to the jobs not lasting (Negative) will receive a 2. Another key topic is if it is in the Public's National Interest for the pipeline to be built if Yes, it will receive a 1, a 2 if it's mentioned as not being in the public's interest.

Temporary jobs

Positive = x

Negative = x

National Interest

Yes = x

No = x

Environment

For the environment section, Energy dependency is an important key issue if the claim that the U.S. needs to be more secure with Oil, it will receive a 1. If mentioned that the U.S.

needs to be more dependent on clean energy (wind, solar, other renewables) it will receive a 2. Gas price framing will get a 1 if rising prices are tied to the need for the pipeline and a 2 will be given if it is not mentioned. Lastly, if the mention of potential rising Green House gases are brought up with obvious concern it will get a 1, and if mentioned without concerned or is downplayed it will receive a 2. Finally, a major concern is the potential for damage/poison to the Ogallala Aquifer if any potential is mentioned it will be coded with a 1, and a 2 if framed as no danger to the aquifer by the pipeline.

<i>Energy dependency</i>	<i>Oil = x</i>
	<i>Clean energy = x</i>

<i>Gas prices</i>	<i>Rising = x</i>
<i>Green House gases</i>	<i>Concern = x</i>
	<i>No Concern = x</i>

<i>Ogallala Aquifer</i>	<i>Potential = x</i>
	<i>No potential = x</i>
<i>Canadian Oil</i>	<i>Dirty = x</i>
<i>Global Warming</i>	<i>Impact = x</i>
	<i>No impact = x</i>

National Security

China and Canada are two other major players mentioned in the transcripts, with China, the threat of taking Canada's oil if the U.S. disapproves the pipeline will receive a 1, if not mentioned at all, will receive a 0. In regards to Canada, relations will be harmed if the pipeline is not approved will receive a 1, not harmful will receive a 2, a 0 if potential harm to Canada-U.S. relations are not mentioned.

<i>China</i>	<i>Threat = x</i>
<i>Canada</i>	<i>Harmful = x</i>
	<i>Not Harmful = x</i>

The Political Game

The politics of the issue are the deciding factors in the life/death of the pipeline, for lobbyists influencing the project; Environmental groups influence will receive a 1, Oil companies (Big Oil) will receive a 2, and Union influence will receive a 3. There are three key players being brought up as the cause for the pipeline battle. If it is framed that Obama is being negatively criticized then it will receive a 1, if Republicans are being negatively criticized it will get a 2, and if Democrats are being criticized then it will receive a 3.

<i>Lobbying</i>	<i>Environmental Groups = x</i>
	<i>"Big Oil" = x</i>
	<i>Unions = x</i>

<i>Blame game</i>	<i>President Obama = x</i>
	<i>Republicans = x</i>
	<i>Democrats = x</i>
	<i>Hillary Clinton = x</i>

Coding for Fox News

News Organization: Fox News Co.

Date: January 18, 2012

Show Title: Fox All Stars

Economic

Temporary jobs *Positive*_____x
*Negative*_____

Is it our National Interest? *Yes* _____x
No _____

Environment

Energy dependency focus *Oil* _____x
*Clean/renewable energy*_____

Gas prices *Rising*_____

Green House gases *Will Increase* _____
*Not effected*_____

Ogallala Aquifer *Potential harm*
No potential harm

Canadian Oil *Dirty*_____

Global Warming *Impact*_____
*Have no impact*_____x

National Security

China *Threat*_____x

Canada (relations) *Harmful*_____
*Not Harmful*_____

The Political Game

Lobbying

*Environmental Groups*_____ x

“Big Oil” _____

*Unions*_____

Blame game

*President Obama*_____

*Republicans*_____

*Democrats*_____x

*Hillary Clinton*_____x

CHARLES KRAUTHAMER, SYNDICATED COLUMNIST: What I think the president is saying this is not in the national interest was being extremely cynical. That statement he made about Canada and Mexico is the real key here. It's not just that it creates tens of thousands of jobs but that in a world where our sources of oil are unstable and unfriendly, like from the Middle East or other parts of the world like Russia, this would be source from the nearest neighbor and reliable ally.

And that oil would go to China. The Canadian prime minister made it clear when he was here a few months ago that if it doesn't head south it will head west to Alberta, and the Chinese will have access to really important strategic asset.

This idea we heard from Carney about the arbitrary deadline, the president imposed arbitrary deadline or timeline. He had to make a decision at the end of last year and he decided arbitrarily it needed 12 months of study. That number gets past the election. It's all about the election. Not angering his base on the left. It has nothing to do with studies. This is the most studied pipeline in the history of the United States, three years of study that concluded that it would be ecologically safe. This is all about reelection. It's nothing else.

BAIER: Chuck, environmental groups obviously praised this decision. They've been waging a three-year war against the project. They question the number of jobs that the project is said to create. Proponents say 20,000. They say it would don't that much. What about this politically for the president. Why not? And does it hurt the Obama campaign?

Date: January 26, 2013

Show Title: Journal Editorial Report

Economic

Temporary jobs Positive _____
Negative _____

Is it in our National Interest?

Yes _____

No _____

Environment

Energy dependency Oil _____
Clean energy_____

Gas prices Rising_____

Green House gases Will Increase _____
Not effected _____

<i>Ogallala Aquifer</i>	<i>Potential</i>
	<i>No potential</i>

Canadian Oil Dirty_____

Global Warming

Will increase_____
Have no impact_____

National Security

China *Threat*_____

Canada Harmful _____
Not Harmful _____

The Political Game

Lobbying *Environmental Groups*_____x
“Big Oil” _____
*Unions*_____

Blame game

*President Obama*_____

*Republicans*_____

*Democrats*_____x

Hillary Clinton_____

That was President Obama in his inaugural address Monday, promising to make global warming a top priority in a second term. It's an issue that is sure to bring some fierce policy showdowns. The first of which may come under the Keystone XL Oil Pipeline which has been under review since 2008. Governor Dave Heineman approved a revised route for the pipeline through Nebraska this week, the final hurdle to the project at the state level. And 53 Senators, including nine Democrats, sent a letter to the White House on Wednesday urging President Obama to expedite its approval.

And joining the panel this week, "Wall Street Journal" assistant editorial page editor, James Freeman; senior economics writer, Steve Moore; and Washington columnist, Kim Strassel.

So, Kim, where did that come from?

(LAUGHTER)

I don't remember the climate change being something that the president talked a lot about in the campaign, if at all.

KIM STRASSEL, WASHINGTON COLUMNIST: Surprise.

GIGOT: It's sort of the stealth issue.

(LAUGHTER)

GIGOT: And he didn't even wait for the State of the Union. It's in the inaugural address. So, what's going on here politically?

STRASSEL: Well, I think some of us did think it was coming. Remember, this was a high priority of his back in 2008 when he campaigned. But they got beat up on it. They lost that fight in 2009, they decided to put it aside and not talk about it in the election. And here we are, back with his promise.

And what was more interesting, too, is not only did he make that promise, but you had somebody like Barbara Boxer, who is the Senator from California, big climate person, she gave some details, too, about how they intend to pursue this. Namely, they're going to go through the EPA to do a big carbon regulation program, and they are also thinking of putting in place a carbon tax.

APPENDIX H

After receiving your newly minted UNL Bachelor's degree, you have received a job offer as a political consultant with the National Democratic/Republican Party. As you might have guessed, some of your new D.C. colleagues are skeptical of your abilities, and one of your co-workers allegedly confronted your supervisor, saying "What can we possibly learn from this Nebraskan hayseed?!" As you can see, you have a lot to prove to your new employer.

Your first task is to pen a brief outlining your vision for how the party should run their presidential campaign. Your brief should be written as mix between a literature review and the Luntz memo or the Lakoff reading. If you want another model, you can also see Mark Penn's memos for Clinton's 2008 campaign (<https://www.scribd.com/doc/4097976/Penn-Launch-Ideas-12-21-06>)

Like a literature review, each paragraph should be written around a topic sentence centered on a core concept, with multiple citations from class to support the topic sentence. You should not be providing reviews of the reading for the party, but instead extracting the most useful and relevant parts for this campaign. In terms of organizing paragraphs, you could look to the organization of the syllabus' readings for a start.

Like a memo, this does not need to be written like an academic work. It should be clear and understandable. However, it should be well cited; you are not Frank Luntz, so do not expect your colleagues to accept your generalizations the same way they might with him.

If you are working for Team Republican, outline how you think Donald Trump or Ted Cruz should run (your outline should be generic enough to work for someone else if there is a messy brokered convention) against Hillary Clinton, who at this point is the presumed nominee. If you are working for Team Democrat, outline how you think Hillary Clinton should wage her campaign against Trump/Cruz. Campaigns are dyadic in nature, so be sure to talk about both the candidate you are supporting *and* opposing.

Your brief should consider the following:

Potential Ads, Campaign Themes, and Debate Talking Points

Framing of Issues and Candidates

Expectations of Media Coverage and how to leverage it to your campaign's advantage

How Supportive and Opposition Protest Groups and Opinion Entrepreneurs might fit into your strategy.

The essay must be 4-6pages, with one-inch margins, size 12 Times New Roman font, and no spacing between paragraphs. The paper will be automatically deducted a minimum of five points if it does not meet these requirements.

In addition to these requirements, the essay must also cite Sam Fischer, the Maggie Lauterer video, and *Soundbitten*, as well as 10 other readings since 2/23. If these requirements are not met, there will be a minimum of an additional five-point deduction.

2016 Democratic Presidential Campaign Vision

Now that we have our nominee for the Democratic Party: Hillary Rodham Clinton. It is now time we create a vision for how the 2016 presidential election should be ran in terms of Potential Ads, Campaign Themes and Debate Talking Points, Framing of Issues and Candidates, Expectations of Media Coverage and How We Can Leverage it in Our Campaigns Advantage and How Supportive and Opposition Protest Groups and Opinion Entrepreneurs might tie into our strategy.

An initial key beginning strategy that we could use is one that was discussed by Sam Fischer, this process includes: Analysis (Gathering Feedback, Review Process, Self Review), Research (Fact Finding, Polling, Focus Grouping), Strategy (Message Development), Drivers (Spokesperson, Events, Website Development) and Advertising (TV, Print, Digital). Clearly, we must recognize our past mistakes from the 2008 Democratic primary election, as well as past Democratic bids for the White House and build upon and fix them. An easy way that we can accomplish this task, is in terms of potential ads that we can run, campaign themes that we can utilize and debate talking points that we can use to our advantage.

When it comes to campaign ads in 2008 that the HRC camp used, according to Lawrence and Rose (2010), 3:00 a.m. and “Kitchen” were very controversial mainly because they included a male announcer that spoke during them in order to make Hillary appear to be tougher and appeal to male voters. However, these can have adverse affects because they did not allow for Hillary’s voice to be heard. Her voice is what needs to be heard considering that she is the one who is running for president, by not hearing it and hearing a man instead, one could get the impression that she is trying too hard to appear masculine. Our audience is already clear that HRC is a strong woman and will therefore most likely be a strong leader, so this does not need to be over emphasized in our campaign ads. In order to increase our likability among minority voters we must take advice from McIlwain and Caliendo (2013), and incorporate what they call “racial appeals.” According to McIlwain and Caliendo (2013) a racial appeal “still involves race implicitly/ explicitly, but they do not rely on such negative, anti minority stereotypes for persuasive power.” Instead, these ads will work to show minority voters that HRC cares about their needs and wants to do everything in her power to allow them to feel safe in our country. This will work as a nice contrast to the Trump campaign which will likely incorporate “racist appeals” which according to McIlwain and Caliendo (2013), “have the potential to prime anti minority racial fear, resentment, and bias. Deployed through a variety of audiovisual and textual cues that associate persons of color with long-standing, negative, racial stereotypes.

When it comes to our opponent’s ads we must anticipate that they will start releasing them early on in the game and that they will probably focus on creating concrete themes that are meant to last throughout the duration of the campaign. These ads will most likely play up the prospect of making America Great Again/ Safe Again and will work to humanize the Republican nominee. This occurrence would not be the first time that this has happened. According to Devlin (2005), “McKinnon and Fred Davis were also able to capture a less than articulate president in a communicative and personable way. In his ads, Bush was sincere and genuine he and Laura were seen sitting close together as Bush talked to an off-screen interviewer.” We can anticipate that this will be a reoccurring tactic with Donald Trump as the Republican nominee.

In addition, we must anticipate that our opponent's ads will go negative quickly, as that is a staple of the Republican Party. According to Devlin (2005), less than ten days after the opening of the Bush campaign in 2004 McKinnon had decided to go negative. We will get attacked, and we MUST be prepared to fire back. We can play up HRC's strengths that she is experienced, intelligent and hard working. While Trump is politically inexperienced, does not come off as intelligent in terms of political issues, etc. This strategy is bound to work, as according to Devlin (2005), "The contrast strategy was crucial because it linked Bush assets and Kerry liabilities." We could do this, but just use it to our advantage. We must take note from *The Political Education of Maggie Lauterer* video and learn from Maggie's mistakes in her campaign. We can't be afraid to run negative ads. Maggie Lauterer swore she wouldn't do the negative campaigning stuff and that did not work out well for her in the long run as she was the target of many negative ads.

However, when it comes to overall campaign themes, we need to focus more on HRC's experience, not only as a leader in American politics, but also as a pioneer for women's rights from a mother/grandmother standpoint and incorporate how she will use this advantage to change the nation. On that note, the overarching theme of change should be incorporated. In 2008, we could not exactly run on that platform considering that there was an African American male running against us in our party during the primary. However, we could use that to our advantage during this election and create a theme of how we are continuing to make history by not only having the first African American male being elected as president, but now we have the opportunity to elect the first woman as president. We must use this to our advantage and emphasize how huge that this election is. In terms of debate talking points we must make sure that we stick to this message and that we assure female voters that Hillary will be on our side. However, we also must be aware that we need to appeal to male voters as well.

When it comes to framing candidates' issues. First, we must take Mandy Grunwald's advice from the 2008 election and humanize HRC as much as possible by making her the more personable and likable candidate compared to Trump (Lawrence and Rose, 2010) This should not be hard to do considering that he is widely disliked, even among members of the Republican party. Also, we need to put an emphasis on HRC supporting common "women's issues" such as, sexual assault awareness, domestic violence awareness, education, equal pay and reproductive rights early on in the game. In addition, we must put an emphasis on not only how she will protect the U.S. from the rest of the world, but also how she will protect women at home. According to Busby (2012), one of the biggest issues with Sarah Palin was that she created conflicting brands of herself such as an 150,000 clothing allowance vs. her hockey mom image. We must learn from this and make sure that the internal/external values of HRC's brand match, as well as whoever is chosen as our VP.

One of our biggest downfalls, is that our nominee Hillary Rodham Clinton, is not exactly the most well liked individual. Therefore, we must take Lankoff's (2004) advice by not saying that HRC is not shady, a liar or that she has not done anything wrong because then that is exactly what people will begin to think if they do not already. Also, we must use the nurturant parent model to our advantage to counter the conservative strict father model, by emphasizing freedom,

opportunity etc. as a counter to the pursuing of self-interest that the Republican Party will most likely try to use.

In terms of framing issues, one of our best bets, is to attack the Republican Party in an area where they are particularly weak: the environment. Luntz (2002), acknowledges in his memo, "The environment is probably the single issue on which Republicans are most vulnerable." He then goes on to talk about how the Democratic Party has been an expert on constructing a narrative where Republicans and conservatives are the bad guys in terms of the environment. We must use this to our advantage. Another issue that we can frame to our advantage is the economy. According to Smith (2007), "Beginning with Gerald Ford's campaign in 1976, the Republican Party elevated the economy to the most prominent place in the platform." If we could exploit their emphasis on the economy, then this would allow for us to frame the party as one dimensional in terms of issues.

There is an array of expectations that we can have of possible media coverage and we can find a way to use them to our advantage. For instance, according to Uberti (2015), "Trump satisfies the media and the public's craving for celebrity, novelty and clarity." We can use this to our advantage by emphasizing the fact that Trump is a celebrity and not a real presidential contender. We also could disadvantage him by pointing out the fact that he is doing outlandish publicity stunts in order to gain free media coverage/advertising. Even though he has more than enough money to advertise for himself meaning that he does not take the race seriously enough to do so.

Also, we can anticipate that the national and local media will focus more on the horse race aspect of the presidential race. (Vinson and Moore, 2007) We need to make sure that voters do not have the opportunity to become confused by the different stories that the national and local media outlets are telling. Therefore, we need to make sure that our message gets covered by local media rather than the national media. According to Vinson and Moore (2007), the local media are usually more in tune with what is going on in that particular state and they are more likely to appeal to voters in that state than the national media is.

A major component to using media coverage to our advantage is by looking at past elections. According to Jamieson and Waldman (2003), Gore was made out to be untrustworthy and was framed as a dishonest panderer (will most likely be what HRC is framed as) in the 2000 election. While Bush was looked at as having a lack of experience (Most likely what Trump will be framed as). We need to exploit the fact that Trump lacks experience and ask the American people if he is truly who they want as a leader. Also, according to this same article a talk show host once said of Bush that, "He is probably the least qualified person ever to be nominated by a major party." This same exact thing will most likely be said about Trump and we can easily spin this in our favor.

Supportive and opposition protest groups can greatly influence our 2016 presidential bid. According to Sobieraj (2011), protesters target their messages toward gaining the attention of the media. Therefore, if there are protest groups who support the same issues that our campaign does or opposes the issues that the Trump campaign supports, this will allow for our stance on particular issues to receive free publicity as a result. Also, opposition protest groups will not put a hindrance on our campaign considering that according to Sobieraj (2011), only two of the

protest groups that she studied were covered by the manner in what she would consider a meaningful way. This means that there is a possibility that their voices will not even be heard and our issues will not be in the public eye as being outwardly opposed by a group of people.

Overall, with all of these suggestions at hand we have the potential to run a successful presidential campaign.

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