

## COM321 Sect. 1 Communication Campaigns & Message Design

School of Communication  
Illinois State University  
Summer 2019, May 20 – June 14

Class Meetings: Online  
Instructor: Joseph P. Zompetti, Ph.D.  
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### Course Description:

Application of theory and research to campaign strategy and message design. Emphasis: ethical, informative, and persuasive messages in commercial, political, and social issue campaigns.

### Course Prerequisite:

COM 111 Introduction to Communication Theories

### Course Objectives:

By the end of this course, you should be able to:

1. Define the basic process in developing communication campaigns and designing messages for them.
2. Demonstrate command of the process and use of language by analyzing cases and solving specific communication problems.
3. Connect principles and practices about successful communication campaigns.
4. Nurture an attitude of, and introduce resources for, life-long learning about effective campaign development and message design.

### Texts/Readings:

- Maarek, Philippe J. (2011). *Campaign Communication & Political Marketing*. Malden, MA: Wiley-Blackwell. ISBN: 978-1-4443-3235-3.
- Other readings, as assigned – available either on ReggieNet or Milner online databases. The full citations for all of the other readings are:

Adame, Bradley J., and Claude H. Miller (2015). Vested Interest, Disaster Preparedness, and Strategic Campaign Message Design. *Health Communication*, 30(3), 271-281.

Barbour, Joshua B., Cara W. Jacocks, and Kylee J. Wesner (2013). The Message Design Logics of Organizational Change. *Communication Monographs*, 80(3), 354-378.

Claeys, An-Sofie, Verolien Cauberghe and Jan Leysen (2013). Implications of Stealing Thunder for the Impact of Expressing Emotions in Organizational Crisis Communication. *Journal of Applied Communication Research*, 41(3), 293-308.

Claeys, An-Sofie, and Verolien Cauberghe (2014). What Makes Crisis Response Strategies Work? The Impact of Crisis Involvement and Message Framing. *Journal of Business Research*, 67, 182-189.

Ferguson, Sherry Devereaux (1999). *Communication Planning: An Integrated Approach*. Thousand Oaks, CA: Sage.

Friedman, Lissy C., Andrew Cheyne, Daniel Givelber, Mark A. Gottlieb, and Richard A. Daynard (2015). Tobacco Industry Use of Personal Responsibility Rhetoric in Public Relations and Litigation: Disguising Freedom to Blame as Freedom of Choice. *American Journal of Public Health*, 105(2), 250-260.

Hoover, Andy, and Ken Cunningham (2014). Framing, Persuasion, Messaging, and Messengers: How the Death Penalty Abolition Movement Succeeded in New Jersey. *Humanity & Society*, 38(4), 443-467.

Mayfield, Jacqueline, Milton Mayfield, and William C. Sharbrough III (2015). Strategic Vision and Values in Top Leaders' Communications: Motivating Language at a Higher Level. *International Journal of Business Communication*, 52(1), 97-121.

Moffitt, Mary Anne (1999). *Campaign Strategies and Message Design: A Practitioner's Guide from Start to Finish*. Westport, CT: Praeger.

Moffitt, Mary Anne (2011). Critical Theoretical Considerations of Public Relations Messaging Around the Globe: Tools for Creating and Evaluating Campaign Messages. *Journal of Promotion Management*, 17, 21-41.

Niederdeppe, Jeff, Q. Lisa Bu, Porismita Borah, David A. Kindig, and Stephanie A. Robert (2008). Message Design Strategies to Raise Public Awareness of Social Determinants of Health and Population Health Disparities. *The Milbank Quarterly*, 86(3), 481-513.

Nyhan, Brendan, Jadon Reifler, Sean Richey, & Gary L. Freed (2014). Effective Messages in Vaccine Promotion: A Randomized Trial. *Pediatrics*, 133(4), 1-9.

Oxley, Douglas R., Arnold Vedlitz and B. Dan Wood (2014). The Effect of Persuasive Messages on Policy Problem Recognition. *Policy Studies Journal*, 42(2), 252-268.

Pandey, Ashutosh (2019). Me Too Campaign: Coping with the Fear of Futile. *Journal of Current Science*, 20(1), 1-5.

Pettersson, Rune (2012). Introduction to Message Design. *Journal of Visual Literacy*, 31(2), 93-104.

Pfau, Michael and Roxanne Parrott (1993). *Persuasive Communication Campaigns*. Needham Heights, MA: Allyn & Bacon.

Prestin, Abby and Robin L. Nabi (2012). Examining Determinants of Efficacy Judgments as Factors in Health Promotion Message Design. *Communication Quarterly*, 60(4), 520-544.

Saxton, Gregory D., & Richard D. Waters (2014). What do Stakeholders Like on Facebook?: Examining Public Reactions to Nonprofit Organizations' Informational, Promotional, and Community-Building Messages. *Journal of Public Relations Research*, 26, 280-299.

Sriramesh, Krishnamurthy, and Dejan Verčič (2009). *The Global Public Relations Handbook: Theory, Research, and Practice*. New York: Routledge.

Stephens, Keri K., Patty Callish Malone, and Christine M. Bailey (2005). Communicating with Stakeholders During a Crisis: Evaluating Message Strategies. *Journal of Business Communication*, 42(4), 390-419.

Stewart, Charles J., Craig Allen Smith, and Robert E. Denton, Jr. (2007). *Persuasion and Social Movements* (5<sup>th</sup> ed.). Long Grove, IL: Waveland.

Wakefield, Melanie A., Barbara Loken, & Robert C. Hornik (2010). Use of Mass Media Campaigns to Change Health Behaviour. *Lancet*, 376, 1261-1271.

Zompetti, Joseph P., Maria Moore, Peter Smudde, and Stephen Hunt (2013). The Right to Peaceable Assembly and Social Movements: The Role of "Occupying" Space as a Way to Speak. In Nancy J. Lind & Erik T. Rankin (Eds.), *First Amendment Rights: An Encyclopedia* (vol. 2) (pp. 237-256). Santa Barbara, CA: ABC-CLIO.

### Outside Preparation:

Plan on spending between six (6) and nine (9) hours each week outside of class on your work for this course. You will need this time to complete assigned readings and write papers. You should consider NOT taking more classes while taking this course, especially if you are also working. *You are expected to read and think critically about ALL of the material for this course.*

### MY PHILOSOPHY REGARDING ONLINE COURSES:

You should know up-front: I am not a tech person. I find online platforms (and I've studied a couple) confusing, cumbersome, and generally not worth the time and energy for what we obtain from using them. So, whether you like it or not, this online course will NOT have fancy graphics, videos or even voice-over PowerPoints. To be honest, I don't really understand how learning takes place with those things anyway. So, for this online course, everything will be discussion-based. You will be expected to read something, and within 24 hours, you should post some questions/answers/comments about the readings. I will, on occasion, supply supplementary notes, and I will tell you where to locate those and when they should be read. Therefore, you should budget your time for 3 things in this course: 1) readings, 2) posting and reading items in the discussion area, and 3) working on your written assignments. As a result, **YOU WILL NEED TO FREQUENTLY CHECK YOUR ILSTU EMAIL ACCOUNT AND REGGIENET**. I will email you announcements. ReggieNet will have all of the notes, readings, and discussions. Since you will want to know your grades, I am going to attempt to use ReggieNet's grade function. I find this "feature" of ReggieNet to be cumbersome, so please be patient with me. If you have difficulty accessing your grades, send me an email with a polite request.

**ATTENDANCE:**

Obviously, this is an online course, so attendance, *per se*, is not a factor. However, your continuous and meaningful participation in course discussions and assignments are expected and will impact your overall participation grade.

**LATE WORK:**

Assignments not turned in on-time will be penalized one full-letter grade for each day (24 hour period) they are late. Accepting any late work is strictly at the instructor's discretion.

**SPECIAL NEEDS/CONCERNS:**

*"Any student needing to arrange a reasonable accommodation for a documented disability should contact Disability Concerns, FELL 350, 438-5853 (voice), 438-8620 (TDD)."*

**CLASS DISCUSSION:**

This course is designed to improve your ability to communicate and interact with different concepts. Given the inherent communicative nature of symbols and rhetorical forces and their influence on our lives, your participation in class discussions is critical in practicing, developing, and understanding communication skills and messages. Additionally, we all learn more if everyone contributes. I expect all of you, as you should expect from yourselves, to contribute to our educational experience. It is expected that each of the reading assignments will be completed by the assigned time. To participate means you add to the overall learning environment with your ideas and critical, albeit respectful, comments. It is up to you to contribute and participate as a citizen — to listen attentively to others, to engage critically and creatively to the perspectives of others, and to contribute meaningfully to discussions of the class topics. In short, you should read the material with questions and comments ready for discussion. Procedural questions about what is expected of you in the class should be saved for office hours if they are not answered after a re-reading of the syllabus, or can be asked via email.

A. Read before the deadline: The only way discussion will be meaningful is if you read the material before it is due. As active participants in the class, it is up to you to read and participate in discussions. Ultimately, if you do not read and there is little to no class discussion, it will hurt your class performance and devalue your overall education.

B. When reading material for class: There will be times when some of you believe the readings are too difficult or confusing. As college students, I expect you to rise to the challenge and spend the time necessary to comprehend, reflect, and use the material from the readings. You may have to read the material more than once, so budget your time carefully. You should also consult dictionaries for words or concepts that are unfamiliar to you. If you are having trouble with the readings, you should consult a dictionary and secondary sources.

C. Critical Questions – see assignments.

Discussion Forum Rubric (the "needs improvement" category can range from 0-2 pts)

Categories	Outstanding (5 pts)	Strong (4 pts)	Satisfactory (3 pts)	Needs Improvement
Level of thought	Entries demonstrate the author's ability to analyze, evaluated, and/or synthesize information and ideas from the reading. These entries may reflect the development of new thinking on the part of the author and/or contribute to new thinking on the part of his/her audience.	Entries demonstrate the author's ability apply ideas from the reading to his/her own work and experiences and/or the ability to connect ideas across readings, perhaps in ways that contribute to new understandings on the part of the author and/or contribute to increased understanding on the part of his/her audience.	Entries demonstrate that the author has a good understanding of ideas from the reading to and can summarize and discuss them in ways that demonstrate that understanding. Thus, the author is able to contribute to his/her audience's understanding as well.	Entries suggest that the author has had difficulty understanding the reading, and is, thus, unable to communicate the ideas of the reading to his/her audience.
Org. of ideas	The posting is organized in an organic, seamless fashion, making it possible for readers to follow the flow of ideas without even being aware that they are being guided by the author.	The posting is organized in an organic, largely seamless fashion, making it clear that the organization has developed from the flow of ideas, rather than the flow of ideas being forced in to a pre-existing notion of structure.	The posting is clearly organized, though it appears as if the ideas may have been forced into a pre-existing structure rather than allowed to give rise to an organic structure of their own.	The posting lacks the organization necessary to help the audience follow the author's flow of ideas.

Clarity & conciseness	The posting is clearly and concisely written throughout.	The posting is generally clear and concise.	The posting lacks either concision or clarity.	The posting lacks both clarity and concision.
Mechanical & Grammatical Issues	The text lacks the kind of mechanical/grammatical conventions that call attention to themselves, distracting the reader. OR the text intentionally disrupts mechanical/grammatical conventions in a way that contributes to the readers' understanding.	The text is generally free from the kind of mechanical/grammatical conventions that call attention to themselves, distracting the reader	The reader is occasionally distracted by mechanical/grammatical disruptions.	The text is rife with grammatical/mechanical disruptions, making it difficult to read.
Number & Timeliness	The author makes timely contributions, allowing others to respond to the posts in the nature of a true conversation. The author's posts provide substantive, insightful & meaningful contributions.	The author is making an appropriate number of contributions to the conversation in a timely fashion, allowing others to respond to their postings in the nature of a true conversation.	The author has made an appropriate number of postings, though not always in a timely fashion, meaning others may not have an opportunity to respond and engage in a conversation about the text.	The author is not making enough contributions to the online conversation.
Comments:				

**TECH REQUIREMENTS:**

1. **MS Word** – this is obviously necessary for the production of your written work. It is important that you use Microsoft Word so that it is compatible with my software in order to read and grade your work.
2. **Adobe Reader/Acrobat** – this is a free program which allows you to view/read PDF files. You may download this program and any updates here: <http://get.adobe.com/reader/>
3. **Web Browser** – I encourage you to use Google Chrome, but Firefox or Explorer (for PCs) or Safari (for Macs) are sufficient. You will need a browser with a high-speed internet connection to download reading materials and to participate in this course.
4. **Illinois State University email account** – I may frequently contact you via email, and I will only use your ILSTU account. This will require you to check that account at least once a day. If I send a general, blanket email to the entire class from the ReggieNet site and you want/need to respond to me, **DO NOT hit “reply all.” Please email me directly at: [zompetti@ilstu.edu](mailto:zompetti@ilstu.edu)**.
5. **ReggieNet** – Except for email, all interactions for this course will occur via ReggieNet. You must be able to access ReggieNet at least once a day, and you must have some familiarity with ReggieNet. If you do not have any experience using ReggieNet, you should spend some time before the start of this course exploring ReggieNet and its many features. I will NOT spend any time providing a tutorial for ReggieNet. I will operate under the assumption that you know how to navigate ReggieNet and use it effectively. If you need help, consult this website: <https://ctl.sharepoint.illinoisstate.edu/Public/Reggienet/Reggienet%20Overview%20for%20Students.pdf>
6. **A Computer** – This may appear obvious to most of you, but some will be tempted to conduct most, if not all, of their work from their phones. You **SHOULD NOT DO THIS!** Avoid using your phones, even for email. In previous classes, student who used their phones experienced major complications, including not receiving class emails because their phones, for some reason, did not show that they had emails from the ReggieNet server. This is all easily avoided if you simply use a computer – avoid using a tablet or your phones.

**NETIQUETTE:**

To help guide our online interactions with one another, please review the *Core Rules of Netiquette* (excerpted from *Netiquette* by Virginia Shae. It is available here: [www.albion.com/netiquette/corerules.html](http://www.albion.com/netiquette/corerules.html)). Shae's book is the most frequently referenced source for netiquette, and for those who are interested in the full book, you can review the world-wide web version online (access it here: [www.albion.com/bookNetiquette/](http://www.albion.com/bookNetiquette/)). Rule #1 will help you immensely: *Remember You are Communicating with other Humans*.

**TECHNICAL ASSISTANCE:**

“Technology happens,” and when it happens in ways that you don't expect, it's time to get help. If you are fortunate enough to need help during regular business hours, you can contact any one of the facilitators or your local (departmental or college) support person. You can contact the University Computer Help Desk (309.438.HELP) from 7:30AM – Midnight 7-days a week. **But**, you should save your work often and in several places.

**ACADEMIC MISCONDUCT:**

Cheating and plagiarism will not be tolerated. This includes cutting and pasting from the internet (even if such cutting/pasting have a reference), and generally any material that is not your own unless broken off with quotation marks and cited to the proper author. Specifically for this class, intentional borrowing material from others without proper citation or falsification/fabrication of supporting material, will automatically result in a ZERO for that assignment and may result in additional action taken by the appropriate university officials.

**FOR GRADUATE STUDENTS:**

As you will notice, the course requires much reading and then online discussions about those readings. Your assignment will be to comb through all of the comments all of the students make for each discussion day. You should look for major themes, important arguments made by the students, and any other issues you deem significant. At the end of the course, I would like for you to highlight everything you compile, finished with a summary of what you think it all means, how it might impact the course, and how you think the course should (or can) change as a result of what you determine.

**FINAL NOTE:**

The nature of this course requires reading and examining controversial issues. By their nature, controversial issues foster disagreement. Our efforts in this course are to analyze these issues, discuss them, and criticize the strengths and weaknesses of the rhetorical messages and strategies employed in social movements. As such, respect and tolerance for the interrogation of gender in this course is imperative. At the same time, we should also be mindful of the sensitivities of others.

**GRADING**

Note: Failure to turn in any of the course requirements may result in failure of the overall course. I grade your work based on the final product, not your effort. The Grading Scale is an A (4) = 90-100, B (3) = 80-89, C (2) = 70-79, D (1) = 60-69, F (0) = 0-59. Here are the grading criteria I will use to holistically evaluate the quality of everyone's papers:

- *Superior (A)* — Focused, well-written, thoughtful and well-organized argument in response to the assignment. The writer demonstrates the highest degree of intellectual engagement by competently using concepts, terms, and examples; plus the writer may address related issues of interest or further investigation to the assignment. The paper adheres to the expectations for the assignment, and the writer demonstrated maturity (i.e., style and tone) consistent with the expectations for college courses. The paper demonstrates competence in language use and manuscript preparation, and it is free or nearly free of grammatical, spelling, formatting and other errors. Research from external sources goes well beyond the minimum necessary for the assignment.
- *Very Good (B)* — Discussion of concepts and terms related to the assignment is okay but needs more application through explanations, examples, or other devices to demonstrate understanding. Intellectual engagement with the assignment's topic is sufficient and may include additional points of interest related to the course's content. The writing suffers from some problems in grammar, spelling, mechanics, organization, etc., and the style or tone of the writing is ineffective in places.
- *Adequate (C)* — Discussion reflects primarily on one's self, answering only the "what" part of the assignment and not the "why." Analysis is only at a surface level with limited, direct application of the course's concepts. The writing suffers from frequent problems in basic matters of grammar, spelling, mechanics, organization, etc., and the style and tone of the writing is ineffective and/or inappropriate in many places in the text.
- *Poor (D)* — Discussion of concepts lacks depth, having no or nearly no application of the course's content for the assignment. Analysis presents little or no thoughtful reflection. Ideas are oversimplified and limited. The writing suffers from significant, numerous problems in multiple areas, including style and tone.
- *Failure (F)* — The writer's work does not fulfill the assignment on any of the grounds for other letter grades, or the writer did not turn in the assignment. A "failed" paper also is replete with mistakes that violate the "grammar tips" at the end of this syllabus. An "F" paper is not college-level writing.

**GRADING SCALE**

Participation	200 pts.
Paper #1	100 pts.
Paper #2	200 pts.
Paper #3	200 pts.
Quizzes	100 pts.
Total	800 pts

**ASSIGNMENTS**

1. **Online Class Discussion:** You are expected to read the material and participate in online discussions. Each of you will begin with 200 points for participation. If you fail to meaningfully and actively participate in a class discussion, you will lose up to 10 points for that day. To discuss, go to ReggieNet, go the left sidebar and click on "Discussions," then click on the appropriate discussion topic that I will post for a particular day's readings. Remember you MUST post something by 9 pm the following day. I will be looking for the following when determining your grade:
  - a. Do you have insightful questions about the reading material for the class to discuss?
  - b. Do you appropriately and adequately cite the reading material?
  - c. Are you encouraging everyone to participate?
  - d. Are you respectful of others' comments?
  - e. Are you prepared?
  - f. Do you provide meaningful analysis, examples or criticism of the material?

**Nota Bene:** Except I think for one day, we will have discussion prompts for \*every day\* of class! There is a firm deadline for these discussions to occur by 9 pm the following day. In other words, if there is a reading assigned for Tuesday (6/4), which there is, then \*all\* of the discussion concerning that reading needs to be completed by 9 pm the following day (Wednesday, 6/5). Meanwhile, during today, you should be doing the readings that are assigned for today. Then, you should engage in a discussion about them throughout the evening and the next day. The discussion over a day's readings will terminate by 9 pm the next evening. And then, the next round of discussions for the next day's readings will begin. So, we are on a 24-hour discussion cycle, occurring from 9 pm until 9 pm the next evening, every day.

2. **Unit Papers (x3):** For these papers (due dates listed in the schedule), you should write **no more than 5** pages detailing an **argumentative** position regarding the readings and discussions pertaining to the respective Unit. For example, Unit I is "Theory," so you will analyze the readings (that means EACH article/reading assigned for EACH day) and discussions from that Unit, develop a central thesis of your choosing, and make an overarching argument (or arguments) to support and justify your central thesis regarding that Unit. An example of a thesis statement/argument you could make would be that a particular theory does not adequately explain – by itself – the dynamics of message design (or campaign messaging), so you offer a blended theory that draws upon the strengths of more than one theoretical perspective. **Don't ask me for topic suggestions!** This assignment has a couple of different purposes: 1) It measures if you've been doing the reading, 2) it measures your ability to synthesize, integrate and then apply the knowledge learned from the readings and discussions, and 3) it measures your ability to critically analyze information. This last purpose is why you have wide latitude in topic selection – you need to be innovative, creative and demonstrate your ability to generate ideas on your own (**frequently a key skill demanded by employers!**). For the other papers, you can look at the value, appropriateness, efficacy, strengths/weaknesses, etc., of message design on particular types of campaigns. Those are just suggestions – you can write about any argument you like, so long as it is an argument you support and justify with evidence and reasoning. You must utilize material from **all of the readings (articles) for that Unit into your paper.** You do not need to use them extensively, but you do need to cite them and reference them when you support and justify your argument. You may also use outside sources. When you do use material (whether a direct quote or a paraphrasing) from other sources than yourself, **you must cite and refer to them adequately and appropriately.** This is very serious. If you do not know how to do this accurately and appropriately – or if you think you might know, but are not 100% certain – you should err on the side of caution and always cite anyway, and, of course, ask me for help. These papers should be double-spaced and should reflect what is under "written assignments" (and my writing tips) in this syllabus.

**\*\*IMPORTANT:** I grade grammatical issues **strictly** (see my writing tips at the end of the syllabus). You should budget your time carefully to proofread your work and carefully review my writing tips.

Will you receive any more directions on the assignment? No. The assignment is purposely broad in scope. Here is why:

A. I want you to write about something that you want to write about – something that interests you. If I impose a topic on you, then you are forced to write about something that you may not want to discuss.

B. For most of you, you have spent all of your academic life (in K-12 and now your time here or at a community college) answering specific questions and following specific assignments that have detailed directions. While that is important, so is being innovative and developing your ideas. You should be independently resourceful. The sooner that you get experience in this type of learning, the better. For example, once you are in the professional world, your bosses will most likely expect you to be innovative and be task-oriented without micro-managed directives. If not, and you expect your supervisors to give you detailed instructions, they will most likely think you are not ready for your position. And, after all, if they have to spend the time providing detailed instructions, they might as well do the work themselves.

C. So, from the readings, all of you surely can think of something that bothers you, concerns or worries you, or that you are excited about. Is there something that you would like to see continued? Is there something that you didn't previously know about, but now troubles you? In other words, I'm confident that each of you can find something that either positively or negatively impacted you from the readings. From that, you need to develop a one-sentence, declarative thesis position, and then use the rest of the paper to support and/or justify your thesis statement.

3. **Quizzes:** At least four quizzes will occur. They will be unannounced, except for the last one. The purpose of the quizzes is mainly to ensure that you do the reading, plain and simple. However, I will ask questions that encourage you to conduct deep-level thinking, see connections between ideas, and demonstrate your knowledge of the material. For the quizzes, I will ask you to download it, supply your answers, then email it to me directly at: zompetti@ilstu.edu.

#### **WRITTEN ASSIGNMENTS:**

All papers and written assignments must be typed, double-spaced, and in paragraph form, in Times New Roman 12 point font. The quality of your written work (grammar, punctuation, format, spelling, etc.) will be included in grading evaluations. The content of your work is necessarily implicated and impacted by the mechanics of the paper. Make sure you proofread all of your work and that it is photocopied or saved on a jumpdrive. If you forget to proofread or if you misplace your work, do not expect me to be sympathetic. I reserve the right to choose whether or not to accept any late work. If you foresee problems, make sure you discuss them with me BEFORE the assignment is due. In addition, make an argument!!!! Don't simply provide opinion. Support your reasons with sufficient evidence (including quotes, references, examples, etc.) that demonstrate, justify or prove your over-arching argument. **You should research your area thoroughly (do more, not less; do not expect to just do the minimum).** ANY AND ALL ARGUMENTS, IDEAS, WORDS, CONCEPTS, MATERIAL THAT IS NOT YOUR OWN MUST BE APPROPRIATELY FOOTNOTED AND CITED IN A BIBLIOGRAPHY PAGE. *Your research should avoid being conducted from the Internet websites, unless in special circumstances, where you need to obtain instructor approval.* Of course, you \*should\* utilize the online databases from Milner, especially databases to access peer-reviewed, scholarly journal articles (there is a tick box on the left side bar that you can click for scholarly, peer-reviewed journal articles). **Citations:** Any and all work or ideas taken from another person or entity must be appropriately cited. This means that material MUST be cited EACH time it is used in your written work (not a simple reference at the end of a paragraph or end of your paper), AND it must have an appropriate full reference in a footnote or works cited page.

## TENTATIVE SCHEDULE

### UNIT 1: THEORY

- M, 5/20 Review the syllabus; introduce yourself to the class (your name, where you're from, what is your major, something interesting about yourself, etc.); make all comments in the discussion area by 9 pm Tuesday, 5/21.
- T, 5/21 **Theory:** Read Ferguson1 "Message Design – Perceptions" **and** Ferguson2 "Message Design – Persuasion," comment on the readings by 9 pm, Wed., 5/22
- W, 5/22 **Theory:** Read Pfau & Parrott, chp 6, "Managing Campaigns," comment on the reading by 9 pm Thur., 5/23
- R, 5/23 **Theory:** Read Moffitt "critical theoretical considerations," **and** Pettersson "introduction to message design," comment on the readings by 9 pm on Fri., 5/24
- F, 5/24 Discussion comments due by 9 pm; if you have questions about Paper #1, you should email me directly at [zompetti@ilstu.edu](mailto:zompetti@ilstu.edu).

### UNIT 2: POLITICAL CAMPAIGNS

- M, 5/27 **Paper #1 due** (topic is "theory"). **Political Campaigns:**
- T, 5/28 **Political Campaigns:** Read Maarek, chp 1, 2, 3, comment on the readings by 9 pm on Wed, 5/29
- W, 5/29 **Political Campaigns:** Read Maarek, chp 4, 5, 6, comment on the readings by 9 pm on Thurs, 5/30
- R, 5/30 **Political Campaigns:** Read Maarek, chp 7, 8, 9, comment on the readings by 9 pm on Fri, 5/31
- F, 5/31 Discussion comments due by 9 pm; if you have questions about Paper #2, you should email me directly.

### UNIT 3: PR or CRISIS CAMPAIGNS

- M, 6/3 **Paper #2 is due** (topic is "political campaigns" – make sure you use material from each of the assigned chapter in the Maarek book). **PR & Crisis Campaigns:** Read Moffitt (1999), "Message Strategies," comment on the reading by 9 pm on Tues., 6/4
- T, 6/4 **PR & Crisis Campaigns:** Read Friedman et al **and** Sriramesh & Vercic, comment on the readings by 9 pm on Wed., 6/5.
- W, 6/5 **PR & Crisis Campaigns:** Read Adame **and** Claeys & Cauberghe **and** Stephens et al., comment on the readings by 9 pm on Thurs., 6/6.
- R, 6/6 **Organizational & Leadership Implications:** Barbour et al., **and** Claeys et al., **and** Mayfield et al., comment on the readings by Fri., 6/7.
- F, 6/7 Discussion comments due by 9 pm; if you have questions about Paper #3, you should email me directly.

### LAST WEEK

- M, 6/10 **Paper #3 is due** (topic is "PR or crisis campaigns"). **Health Campaigns:** Read Nyhan et al., **and** Niederdeppe et al., **and** Prestin & Nabi, comment on the readings by 9 pm on Tues 6/11. [optional reading: Wakefield et al.]
- T, 6/11 **Social Movements:** Read Stewart, Smith & Denton, **and** Hoover & Cunningham, **and** Pandey, **and** Zompetti et al., comment on the readings by 9 pm on Wed 6/12.
- W, 6/12 **Community Relations:** Read Oxley et al., **and** Saxton & Waters, comment on readings by 9 pm on Thursday, 6/13. **The last quiz will be posted by 10 pm.**
- R, 6/13 **Final discussion comments due by 9 pm, and the final quiz will be due by 10 pm on this day!!!**
- F, 6/14 No Class.

**NOTE:** We may alter this course schedule and other aspects of this syllabus as the course progresses. You are responsible for noting any such changes, which will be announced on ReggieNet. *Your enrollment in this class constitutes agreement with all aspects of this syllabus and any alterations that may be made to it during the course of the semester.*

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### DR. Z's WRITING TIPS

How to use this guide: ***Read this guide carefully.*** Read it now, and read it before you turn-in your work. When you receive my feedback on your writing, I may use acronyms for certain principles in this guide – those acronyms are listed by the tips (e.g., tip #3 below has “EWP” at the end, meaning “ending with a preposition”).

1. Spend more time on your writing. Proofread, proofread, proofread. Follow my tips. Have someone you trust (and who can be brutally honest) proofread your work as well.
2. Use a Thesaurus. Seriously!
3. Avoid ending sentences and clauses with a preposition (e.g., don't say, “those are the people I will be speaking with.” Instead, say “those are the people to whom I will speak.”) [EWP]
4. Use precise language – avoid vague language.
5. Avoid using conversational jargon, trite phrases, and informal writing. Do not write like you speak. You should write in a formal way and with a formal tone. Avoid using language like “going to,” something is “so” difficult, “whatever,” etc. The best way to do this is to read as much as you can, especially non-fiction (i.e., peer-reviewed journals, books on academic disciplines, etc.). [AWLPS – avoid writing like people speak]
6. Cite material EACH TIME you use it. [cite]
7. Cite evidence when you need to support a position or argument. [cite]
8. Vary your sentence structures.
9. Vary your word choice – don't repeat the same words (or variants of words) over and over again. [WC]
10. As you write, always ask “how” and “why.” If your writing doesn't answer these questions, you need more support (and/or evidence). Also, you should be sure to answer the “so what” and “who cares” questions to accentuate the significance and importance of your topic and your writing.
11. Avoid unclear pronouns. Instead of saying “it comes from pork,” be careful with the word “it” and say “bacon comes from pork.” Other pronouns to watch are: they, he/she/it, people, this, that, these, things, etc. Here's a good rule to follow: Imagine you are walking up to someone on the quad. If you just said, “it comes from pork,” they will have no idea what you mean. If, instead, you go up to them and say, “bacon comes from pork,” they will still think you're a whacko for coming up to them and saying that, but at least they will know what you mean! [UP]
12. Avoid saying “today's society” or phrases like it, such as “the world today.” This is one of my ultimate pet-peeves. It is filler, clutter, and simply just junk writing. Be more specific and clear in your writing. If you are referencing a particular era, date, or period of history, say so. If you are talking about the present condition of things, chances are you have already described that or the reader will understand it. [YUK]
13. Be aware of there vs. their vs. they're.
14. Don't use contractions! Seriously, contractions detract from formal writing.
15. Also be aware of it's vs. its. “It's” is the **contraction** not the **possessive**. So, if you are referring to the stain on the book, you would say “its stain.” You should **never** use “it's” because you should not use contractions in formal writing.
16. Be careful with dates. Often folks confuse 1970s vs. 1970's. More often than not, you will want to just use 1970s. The only time you use an apostrophe is if you want to show possession. E.g., “The 1970's economy was terrible.”
17. Avoid run-ons. These are sentences that require commas to separate two full sentences, but have no commas. For example: “I detest papers that are written poorly and I love chocolate.” The sentence should have a comma before the “and” to read: “I detest papers that are written poorly, and I love chocolate.” [RO]



18. Avoid sentence fragments (such as this). Sentence fragments are phrases or clauses (often complex) that are not full sentences. Be sure all of your "sentences" have subjects and verbs! [FRAG]

19. Be careful with indented quotations. These are the lengthy quotes you may have in your paper that are distinct from the shorter quotations. Every line of indented quotations should be indented (hence their name) and they do not use quotation marks!!! Lengthy quotes that take 4 or 5 sentences should be indented – 1) the entire quote should be indented, 2) it should be single-spaced, and 3) it doesn't use quotation marks. [BQ]

20. Use proper citations. If you don't know how to cite material, you need to purchase an MLA or APA guide. You can always ask me or someone else for help. For in-text citations, you should have the author's last name and year. If it is a direct quotation, you should also include a page number, unless it is from a webpage. If there is no author (which is rare!!!), then you should cite the first couple of words of the title. NEVER put URL addresses in an in-text citation. For Bibliography/Reference citations, make sure that the citation is complete and accurate – this includes the author's name, the date, the title of the article/chapter, the title of the periodical/book, volume number (if a journal article), and if from a web source, include the full URL. The URL should be from a web source – if you are using material from a Milner database, DO NOT include the Milner URL – just cite the source as if it were a hard copy. You do not need to include DOI numbers for written work submitted to me.

21. Use adequate citations. **ANY** material that is not your own, that you quote, that you paraphrase, that you allude to, etc., **MUST BE CITED**. Failure to do so is plagiarism and is unacceptable. Proper citation – you should cite a source EACH time you use it, not at the end of a paragraph.

22. Avoid using the second person "you." Another big pet peeve of mine. This is sloppy writing. At times you may use the first person (e.g., "I"), but never use "you" unless you're quoting someone else. [2P]

23. Avoid writing like you talk. Some common examples are "doing this will be huge" or "like, this is important." Writing is fundamentally different than speaking, and you must be able to know the difference. [AWLPS]

24. Use dashes, not hyphens (-- vs. -). For example, if I say that good writing is important – it helps you get a better job, makes you appear more intelligent, etc., that is different than saying that you're a well-liked person (notice in the beginning the use of dashes, and the hyphen is used only for hyphenated language).

25. Be mindful of proper and appropriate paragraph development. This means that a paragraph should stick to one central point, but it should also be developed – meaning more than 2 or 3 sentences in length. Paragraphs should focus on a single concept or argument. So, while a paragraph should be long enough to develop a single, coherent argument, it should also not be too long – it should not include more than a single argument or unit of thought. Generally speaking, a paragraph should not exceed half or ¾ of a page. [¶]

26. Underline or italicize titles of books, periodicals, movies, TV shows, and musical albums. Use quotations for titles of TV show episodes, titles of articles in periodicals, and individual songs.

27. In general, follow the suggestions for composition in any widely-used manual of style. Pay special attention to the form for footnotes and bibliography entries. You may use whatever style you desire, as long as you use it consistently.

28. Papers should be expository or argumentative in nature. Avoid descriptive material unless it is brief and necessary to your overall argument. Narrative material on how you discovered the topic is neither necessary nor appropriate. Stay away from informal tones. Write your paper with the assumption that the readers are academics and/or scholars.

29. A paper is more than a receptacle for quotations from others. Do not produce a string of quotations held together only by transitions. Also, do not deposit quotations in the paper without preparing the reader with appropriate contextual material which elaborates on the quotation in an appropriate and useful manner. Finally, you should unpack and explain the significance of the quotation immediately after the quote. [SQ]

30. Please **double space**. Do not use 1-1/2 space. Leave ample margins at sides, top, and bottom so that comments may be made on the paper without great difficulty. I prefer Times New Roman, 12-point font.

31. Do not place papers in booklet covers or binders. Use staples to keep your paper together. Please do not dog-ear the pages.

32. Do not leave papers until the last minute. Please have consideration for your reader as well as pride of authorship, and allow enough time to prepare the paper so that your ideas may be expressed in clear, succinct, and stylistically appropriate ways. Poor writing due to last minute preparation will greatly damage the grade.

33. UMSL – "use more sophisticated language." Formal writing should use sophisticated language, not words such as "get" or "a lot"

or “got” or “x is so important.” **Use a thesaurus.**

34. Avoid referencing the class. Don’t say “as we’ve discussed in class” or some other form of referencing. It detracts from the formal nature of your writing.

35. Avoid generalizations – Avoid generalizations when it comes to descriptions of people (e.g., “all college students drink”), but also avoid generalizations when it comes to describing issues (e.g., “the media always criticize Bush”)

36. “Media” and “data” – these words are **plural!!!** This means you must be mindful of correct subject/verb agreement. For example, these are incorrect:

The media **has** discussed the  
election. The data **is** informative.

These are correct:

The media **have** discussed the  
election. The data **are** informative.

37. \* in your paper indicates that a quotation needs a transition to introduce it.

38. URL addresses – First, don’t cite the URL address in the paper. Instead, cite the author or the first couple of words of the title. The full URL is stated in your bibliography page (or footnote). Second, change the color of the URL address to black and underline it. In other words, make it match the destination of the rest of your writing. [URL]

39. Webpaged material – although you should avoid using the Internet for your material, some of you will inevitably do so anyway. If you do, and you cut/paste it directly from the Internet, make sure the font matches the font you’re using for your paper.

40. Support your claims – if you make an argument, back it up with evidence. If you use statistics or complicated explanations for ideas that the average person probably wouldn’t know, back it up. For each claim that needs support, you should find at least TWO sources to support it.

41. If you emphasize a word or phrase in your paper and you feel it should be emphasized even more, do NOT italicize it or underline or put it in apostrophes. Special words should be important simply by reading them. If, however, you are coining a word or drawing attention to a word or phrase used in the literature, place it in quotation marks.

42. Any foreign words used in your writing should be italicized.

43. When citing web-based material, do **NOT** put the URL address in your paper. It should be cited by author or title. The URL address should be in the bibliography page only.

44. Citing material within your paper: Use embedded textual references or footnotes/endnotes – just be consistent with appropriate stylistic conventions. **DO NOT** place the entire title of a book or article in the text of your paper; there is no need for this, it just takes up space, it disrupts the flow of reading, and the full titles should appear in the bibliography/references page. All you need to cite in the text of the paper is the author’s (authors’) name, date and page number. If there is no page number, simply use “n.p.”

45. Citing material at the end of your paper: You must have an appropriate bibliography/references page. It should be listed alphabetically first, then if you have material from the same author, they should be listed by date in ascending order (i.e., the oldest date occurs first). If you have more than one source from the same author in the same year, indicate this by the use of letters at the end of the date (e.g., Zompetti 2010a, Zompetti 2010b, Zompetti 2010c, etc.).

46. Avoid putting titles of books and articles in your paper. They are unnecessary and take up too much space. They will appear in your Works Cited/Bibliography pages, so they do not need to be in the text of your paper.

47. Punctuation – Avoid doing these:

- a. “Smith argues that writing is fun,” (Smith, 2010). [no comma before the quotation mark]
- b. “Smith argues that writing is fun.” (Smith, 2010). [only use one period – should be after the parentheses]
- c. “Smith argues that writing is fun.” (Smith, 2010) [only use one period – should be after the parentheses]

48. All papers must have a thesis statement, and then the subsequent paragraphs of your paper should support that thesis statement. A thesis statement is a one-sentence, declarative contention of yours about the position you will be advocating.

49. Please note that titles of books, journals, albums, TV shows, and anything that is a “stand-alone” product should be *italicized* or underlined (you may use either, but don’t use both – be consistent and only use italics or underlining). If you are citing a chapter of a book, an article in a journal or magazine, a specific song, or an episode of a TV series, then those should be placed in “quotation marks.”

50. Embedded references in the paper itself – The punctuation of the sentence should occur after the reference, and there should not be any punctuation before it. For example:

Incorrect: writing is fun. (Zompetti, 2009). [there should not be a period before the embedded reference]

Incorrect: writing is fun, (Zompetti, 2009). [there should not be a comma before the embedded reference]

Correct: Is writing fun (Zompetti, 2009)?

Correct: writing is fun (Zompetti, 2009), but it can be challenging.

51. Introductory prepositional phrases should be offset with a comma. For example, “Although the course was challenging, I still learned a great deal” or “In the United States, apple pie is yummy.” Notice the comma after the phrases.

52. Generally, you should avoid “so” in your writing. For example, avoid saying things like “I was so hungry.” Instead, simply say, “I was hungry,” or “I was very hungry.”

53. Items in a series use parallel structure. Example:

A. Incorrect: The student argued that they were busy, people said they were poor, and became ill after eating Avanti’s.

B. Correct: The student argued that they were busy, poor, and ill from eating Avanti’s.

54. Adverbs generally end in -ly and answer the question “how.” Thus:

A. Incorrect: I felt bad.

B. Correct: I felt badly. [I felt how? I felt badly.]

55. WMF – write more formally. This is similar to UMSL, but simply put, it means to write in a more formal way, as opposed to a journalistic or creative writing style.

56. Hyphenation – when two words (typically adjectives) function together to modify or describe a proceeding noun, then the two words should be hyphenated. For example:

A. Hyphenate: A well-read student knows the difference between philosophy and religion.

B. Don’t hyphenate: A yellow, high post designates the height of the bridge. [“yellow” and “high” do not function together to create a single modifier – they are two separate adjectives]

57. Capitalize proper nouns – if a word also functions as the name or official label of an entity or group, it should be capitalized. For example, the words Republican and Democrat should be capitalized. However, the word democrat – a person who believes in democracy – is not capitalized because it refers to a general belief, not a particular political party.

58. Internet -- capitalize the “I” so that the word is spelled “Internet.”

59. All written work should be in Times New Roman, 12 point font.

60. Avoid words the end with “wise,” like “economy wise” or “culture wise” or “business wise.” This type of writing falls under AWLPS.

61. Avoid using the word “being” (as in “being that such and such....”) and “having” (as in “having to do something”). You can avoid these typically very easily. Instead of using “being,” use the word “since.” Instead of “having,” use the verb that follows it (e.g., “having to drive to the store,” could simply be “driving to the store”).

62. Punctuation when there are quotation marks.

A. [incorrect]: “The cat was black”, and I loved it.

B. [correct]: “The cat was black,” and I loved it.

63. Web citations when there is no author:

A. In the text of your paper, you should cite the source by its title if there is no author, such as this (Glenn Beck Biography, 2016, np).

B. Then, in the References Page, you should cite it like this:

Glenn Beck Biography (2016). Available: <http://www.biography.com/people/glenn-beck-522294> (accessed 4/22/16).

64. What constitutes a “scholarly source”?

A. From Dr. Darby Ray at Millsaps College:

In general, a **"scholarly" source is one that is written or edited by a "scholar"** – that is, a person who has earned a graduate degree in the field they are writing about. Having such a degree (usually a Ph.D.; synonym: a doctorate) means the person has had to prove that they have studied the field extensively and have mastered it well enough to be considered an expert in it. This doesn't mean that the person's interpretation of their field is beyond question or debate; rather, it means that they at least know enough about the field to have an INFORMED interpretation (in other words, one that others ought at least to consider).

People who are **professors at a college or university** may safely be considered "scholars" because they have usually earned a graduate degree in their field of knowledge.

**People who publish books** can usually be considered "scholars" because most publishers only publish books that have been reviewed by two or more experts in a field, which means that at least a couple of experts have agreed that the author of the book is well enough informed about their chosen subject matter to be considered a scholar. Hence, a book may usually be considered a "scholarly" source.

**Articles in a journal published by a college or university** can be considered "scholarly" because "scholars" have approved those articles.

**Articles in a journal published by a scholarly group** such as the American Medical Association or the American Bar Association or the Modern Language Association can be considered "scholarly" because, once again, such articles have been reviewed by experts in the field.

**If you aren't sure** whether or not the group that publishes a journal is "scholarly" or not (for instance, maybe you've never heard of the Modern Language Association and so don't know that it is the association of college and university English professors), you can look at the section in the journal where the list of editors is given. Scholarly journals usually list not only the editors' names but also their academic credentials (what degrees they have earned, or where they are a professor). If a journal offers no such list, then chances are it is NOT a scholarly journal because if it were, it would list the names and credentials of its scholars. You can find this information by looking at a hard copy of the journal or by visiting the journal's webpage and searching for its list of editors.

**If you run across a random article on the Internet**, you need to ask at least two questions:

- Who wrote the article, and is that writer a "scholar" (see definition of scholar above)? If no credentials of the author are listed, then he or she is probably NOT a scholar. If no author is listed, then the source is definitely NOT a scholarly source.
- Is the article sponsored by a scholarly organization (such as a university or college or scholarly journal)? If so, it can usually be assumed to be a scholarly source.

Magazines like *Time* and *Newsweek* often have good information in them, but because they usually do not document how they got that information (whether it came from reliable, well-informed sources or not), and because the authors of their articles are not usually "scholars" (refer to definition above), they are not considered scholarly sources.

([http://www.millsaps.edu/academics/heritage\\_how\\_to\\_identify\\_scholarly\\_sources.php](http://www.millsaps.edu/academics/heritage_how_to_identify_scholarly_sources.php))

B. From Michael Engle, Cornell University: **“Scholarly or peer-reviewed journal articles** are written by scholars or professionals who are experts in their fields. In the sciences and social sciences, they often publish research results.

(<http://guides.library.cornell.edu/scholarlyjournals>)

65. **Each** word should have purpose. Think carefully about the words you choose – is there a better word? Can you say what you mean more succinctly? Have you checked a thesaurus to review synonyms?

66. Review multiple drafts. Do not just print off your work as soon as you finish it. Go over it. Then, go over it again. Ask someone else to proofread it as well. Be sure to review my writing tips to double-check easy-to-fix problems (e.g., do a “search” of your document for words such as “you” or “get” or “getting,” etc. Those are easy to find and replace).

67. Use multiple examples from multiple sources!

A. If I try to convince you to vote in the election (assuming you haven't decided yet), are you just going to take my word for it? Or, if I just say, “hey, you have a civic duty,” is that reason alone sufficient to convince most people? Of course not! I should also say things like this election is super important, by not voting you may be jeopardizing something you care about, voting requires that you become educated about the candidates and issues which are important to be engaged in your community, etc. The more reasons I use, the more likely I'll persuade with one or more of them.

B. We all know that some sources are just bad. Recall the examples I placed on ReggieNet that appear to be from ABC News but are actually bogus. Or, what if you were writing a report on climate change and you only found one source to support your claims – and that source happens to be a climate change denier?!? Your entire position would be based on just one source, and that source would be disputed by over 1700 of the world's leading experts! If you research multiple sources, you avoid this problem.

68. Avoid “filler” words that are vacuous in meaning, such as “true,” “truly,” “literally,” “do,” and “does.” This can also occur with the word “had.” For example:

- A. Avoid: “In order to develop a true understanding of politics, I read the newspaper.”
- B. Correct: “In order to develop an understanding of politics, I read the newspaper.”
- C. Avoid: “I do believe that climate change is happening.”
- D. Correct: “I believe that climate change is happening.”
- E. Avoid: “I had discovered that politics is interesting.”
- F. Correct: “I discovered that politics is interesting.”

69. Avoid the word “amongst.” This is a word commonly seen in British English, and many Americans incorrectly assume it is a formal word. Instead, we should simply say “among,” which is still considered formal in American English.

70. Similarly, we should avoid the word “judgement.” This is the British way of spelling the word. In American English, we simply spell it as “judgment.”

71. Avoid the word “towards.” In American English, we just spell the word as “toward,” without the “s.”

72. Avoid the problem of “apart” vs. “a part.” When discussing division or separation, we use the word “apart,” as in “politics is splitting us apart.” When discussing groups or categories, we use “a part,” such as “we all like to be a part of something bigger, which is why I am a Republican.”

73. Possessives – In today's texting generation, apparently the use of apostrophes for possessives (showing ownership) no longer occurs. This is a HUGE mistake. In proper writing – and even in normal, everyday, professional/business writing – the use of apostrophes to show possession is still required. Thus, you **MUST** use apostrophes accurately in your writing for this class:

- A. Avoid: “Trumps rhetoric about the economy is interesting.”
- B. Correct: “Trump's rhetoric about the economy is interesting.”
- C. Avoid: “We are looking at Democrat's position on this” (when speaking of multiple Democrats)
- D. Correct: “We are looking at Democrats' position on this” (when speaking of multiple Democrats)
- E. Avoid: “The Joneses house is beautiful”
- F. Correct: “The Jones' house is beautiful”

**74. If you have questions, ask ME, not someone else who may not know about my grammar tips or who may not be knowledgeable about writing mechanics.**

**\*\*Note:** You may think that grammatical conventions such as these are restrictive, perhaps even colonizing. You might be correct. However, they are also perceived as being important, particularly among scholars and potential employers. Therefore, it is in your best interest to master these **NOW!!!**