

## Syllabus Template



Vesalius College  
Brussels

### Course Syllabus CMM251G

## Political Communication and Public Diplomacy

**Number of ECTS credits:** 6

### **Contact Details for Professor**

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**Office hours:** Monday and Wednesday 13:00 – 14:00, or by appointment (via e-mail).

### **Course Description**

This course examines the triangle that exists between politics, the media and the public. Political communication examines the relationships that exist between these three actors that are central to contemporary democracies: to communicate with the public, political elites need to pass through the media gates, as most people get their political information through the media. Yet, politicians seem to have a hate/love affair with journalists, as both actors are trying to gain the upper hand. Media themselves are constantly in flux, and the public's use of media is shifting dramatically in response to the rise of online technologies. Finally, governments increasingly rely on communication to bolster support abroad – for example the US government's public diplomacy efforts in the Middle East.

This course offers a broad overview of the field of political communication and public diplomacy. The majority of the course we discuss *and apply* theories regarding 1) the impact of political communication on voters (e.g. priming, agenda setting), 2) the changing relationship between media and politics (e.g. journalistic role perceptions), and 3) role of public diplomacy and PR. In the final weeks of the course, we discuss a number of specialization topics on recent trends in political communication, such as populism and personalization.

### **Course Prerequisites**

None

## **Learning Objectives**

By the end of this course, students should have gained the following knowledge, skills and attitudes. The brackets contain the number of the discipline's learning objectives (DLO) associated with each course objective.

### **Knowledge**

- Students have a basic understanding of the main theories of political communication and public diplomacy (DLO 1, 8, 10);
- Students are able to define core concepts used in political communication and public diplomacy (DLO 1, 8);
- Students understand the advantages and disadvantages of various methods used in research on political communication and public diplomacy (DLO 3).

### **Skills**

- Students are able to apply theories of political communication and public diplomacy to specific, real-life examples (DLO 4, 5);
- Students are able to take a position on an issue of political communication or public diplomacy, and construct an argumentation substantiating their position, based on academic literature (DLO 2, 5, 6);
- Students are able to present their findings verbally and in writing (DLO 5).

### **Attitudes**

- Students have a critical attitude towards contemporary politics, media, and public opinion, based on their understanding of theories regarding political communication and public diplomacy (DLO 2, 6).

## **Course schedule**

We have class on Monday (11:30 – 13:00) and Wednesday (11:30 – 13:00). Monday's classes will be focused on discussing the readings, and developing our understanding of the associated theories and concepts. Prior to Monday's class, you need to read one to two texts, for which I expect you to submit a contemplation note. Wednesday's classes, on the other hand, are focused on extending our understanding of these theories and concepts. This is achieved by discussing a specific aspect or finding more in-depth, or discussing a few case studies (weeks 1-6), or by applying the theories to real-life examples (weeks 8-13).

The course is structured as follows: after a general introduction (week1), we start by examining the relationship between media and politics (weeks 2-4). Following this, we discuss the impact that political communication can have on the public (weeks 5-6). After the midterm exam, we shift focus to public diplomacy, public relations and political marketing (weeks 8-9). Finally, we end with four specialization topics that each focus on a topic that is highly relevant in today's political communication context (weeks 10-13). In the final week of class we recap the course (week 14), and then we finish with the final examination (week 15).

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## **Week 1: Introductions (35p)**

The first week serves as an introduction to the course and topic, but especially an introduction to each other. Prior to Monday's class, you should read these texts:

- McNair, B. (2011). Politics in the Age of Mediation. In B. McNair (Ed.), *An Introduction to Political Communication* (5<sup>th</sup> edition., pp. 3–14). London ; New York: Routledge.
- Bennett, W. L., & Iyengar, S. (2008). A New Era of Minimal Effects? The Changing Foundations of Political Communication. *Journal of Communication*, 58, 707–731.

After reading the material, you should be able to answer the following questions:

- Give an example of each of the relationships between media, politics and the public.
- Describe objective, perceived and constructed reality through a specific example.
- Do you think it is likely that perceived and constructed reality are oftentimes similar? Is this now more, or less likely the case given the trends described in the paper by Bennett and Iyengar?
- What do Lance Bennet and Shanto Iyengar mean with 'media proliferation', and what are its key consequences?
- What do Bennett and Iyengar mean with 'the demise of the inadvertent audience'?

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## **Week 2: The Changing Role of Media in Democracy (28p)**

In week 2 we discuss the function of media in society and mediatization, which refers to the idea that politics increasingly needs to adapt to the media. Prior to Monday's class, you should read the following texts:

- McNair, B. (2011). Politics, Democracy and the Media. In B. McNair (Ed.), *An Introduction to Political Communication* (5 edition., pp. 15–25). London ; New York: Routledge.
- Strömbäck, J. (2008). Four Phases of Mediatization: An Analysis of the Mediatization of Politics. *The International Journal of Press/Politics*, 13(3), 228 – 246. doi:10.1177/1940161208319097

After reading the material, you should be able to answer the following questions:

- How does McNair define the public sphere?
- Why are media crucial for the public sphere in contemporary democracy?
- What are the five functions of the media according to McNair?
- Describe the four phases of mediatization.
- How do the trends described by Strömbäck affect media's ability to perform its five functions?

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## **Week 3: Studying the Tango (1): Media Influencing Politics (43p)**

In weeks 3 and 4, we examine the media-politics relationship from two perspectives. In week 3, we focus on the extent to which media can affect politics. Prior to Monday's class, you should read the following texts:

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- Walgrave, S., & Van Aelst, P. (2006). The Contingency of the Mass Media's Political Agenda Setting Power. Towards A Preliminary Theory. *Journal of Communication*, 56(1), 88–109.
- Van Dalen, A., & Van Aelst, P. (2014). The Media as Political Agenda-Setters: Journalists' Perceptions of Media Power in Eight West European Countries. *West European Politics*, 37(1), 42–64. doi:10.1080/01402382.2013.814967

During your reading of the papers, try to answer these questions – we will discuss them further in class, but it is important that you consider them before class as well.

- What do Walgrave and Van Aelst mean when they say the media's power is contingent? Why is that important to make sense of the empirical findings in agenda setting studies?
- According to Walgrave and Van Aelst, media can have five different types of effect on politics. What are they, and give an example of each.
- Walgrave and Van Aelst posit that elections may affect media's agenda setting power. Explain whether mediatization (previous week) alters the impact of elections on the agenda setting power of the media.

On Wednesday's class, we discuss the [Introduction to the Essay assignment](#).

#### **Week 4: Studying the Tango (2): Politics Influencing Media (42p)**

This week, we examine the other side of the media-politics relationship: how does politics affect the media?

- Van Aelst, P., & Walgrave, S. (2016). Information and Arena: The Dual Function of the News Media for Political Elites. *Journal of Communication*, 66(3), 496–518. doi:10.1111/jcom.12229
- Schudson, M. (2002). The News Media as Political Institutions. *Annual Review of Political Science*, 5, 249–269. doi:10.1146/annurev.polisci.5.111201.115816.

While you are reading the two texts, try to answer the following questions:

- What do we mean when we describe media as political institutions?
- Consider the trends described in week 1 – specifically media fragmentation. To what extent does this affect our conception of media as a political institution?
- Describe the 'information' and 'arena' functions of the mass media for politics, and give a specific example for each.

#### **Week 5: Political Communication's effects on the public (1): Agenda Setting & Priming (28p)**

Weeks 5 and 6 focus on the impact of political communication on the public. We discuss three interrelated theories: agenda setting, priming and framing. Prior to Monday's class, you should read the following texts:

- McCombs, M. E., & Shaw, D. L. (1972). The agenda-setting function of Mass Media. *Public Opinion Quarterly*, 36(2), 176–187.
- Druckman, J. N. (2004). Priming the vote: campaign effects in a U.S. Senate Election. *Political Psychology*, 25(4), 577–594.

While you are reading the two texts, try to answer the following questions:

- McCombs & Shaw argue that their empirical findings demonstrate agenda setting: what are some of the drawbacks of their methods? Can you think of a better way to investigate agenda setting effects?
- What is the relation between agenda setting and priming? How do they differ?

**DEADLINE:** Submit your Introduction to the Essay assignment before Wednesday's class!

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### **Week 6: Political Communication's effect on the public (2): Framing (36p)**

This week, we tackle one of the most written about theories in political communication, and the communication sciences more generally: framing. Prior to Monday's class, you should read the following texts:

- Baumgartner, F. R., Linn, S., & Boydston, A. (2009). The Decline of the Death Penalty. How media framing changed capital punishment in America. In B. F. Schaffner & P. J. Sellers (Eds.), *Winning with Words: The Origins and Impact of Political Framing* (pp. 159–184). Routledge Taylor & Francis Group.
- De Vreese, C. (2005). News framing: Theory and Typology. *Information Design Journal + Document Design*, 13(1), 51–62.

While you are reading the two texts, try to answer the following questions:

- De Vreese distinguishes between generic and issue specific frames. Explain and give an example for both types of frames.
  - What is the difference between frame building and frame setting?
  - How do Baumgartner et al. explain the rise of the innocence frame? What caused it?
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### **Week 7: Midterm exam**

No class. You will receive feedback on the 'Introduction to the Essay' in this week at the latest.

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### **Week 8: Public Diplomacy (22p)**

In week 8, we turn to public diplomacy, which increasingly relies on communication to achieve its goals of fostering support abroad. Prior to Monday's class, you should read the following texts:

- Gilboa, E. (2008). Searching for a Theory of Public Diplomacy. *The ANNALS of the American Academy of Political and Social Science*, 616(1), 55–77. doi:10.1177/0002716207312142

**DEADLINE:** In Wednesday's class, we have presentations of real life examples (1, 2, 3, 4).

While you are reading Gilboa's text, try to answer the following questions:

- Gilboa discusses three models of Public Diplomacy. Describe each, and give
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- an example of each.
- What is the 'two-step process' of Public Diplomacy?
  - What is the 'cascading activation' theory of Entman, and how could it be applied to Public Diplomacy (according to Gilboa)?
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### **Week 9: Political Marketing & PR (36p)**

In line with the shift to public diplomacy, we examine to what extent political elites more generally are becoming more professionalized in their communication, and come to rely more on marketing and public relations. Prior to Monday's class, you should read the following texts:

- Lees-Marshment, J. (2009). *Political Marketing. Principles and Applications* (Chapter 2: What is Political Marketing?). London and New York: Routledge.
- Papathanassopoulos, S., Negrine, R. M., Mancini, P., & Holtz-Bacha, C. (2007). Political Communication in the Era of Professionalisation. In R. M. Negrine, P. Mancini, C. Holtz-Bacha, & S. Papathanassopoulos (Eds.), *The Professionalisation of Political Communication* (pp. 6–25). Intellect Books.

While you are reading the two texts, consider the following questions. In class, we'll discuss each.

- Define political marketing.
- The '4 p's' of marketing need considerable stretching to make sense in politics. Explain each P, and the problems of using this in a political setting.
- Papathanassopoulos et al. discuss the professionalization of political communication. What do they mean with 'professionalization', and can you give some specific trends in political communications that exemplify this trend of professionalization?
- How does professionalization differ from Americanization?

**DEADLINE:** In Wednesday's class, we have presentations of real life examples (5,6,7,8).

**DEADLINE:** Submit your Essay before Wednesday's class!!

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### **Week 10: Specialization Topic 1 - Emotions in Politics (36p)**

As the first specialization topic, we discuss the rising attention to emotions: emotions are pervasive in political communication. Political elites routinely attempt to appeal to the public's emotions, e.g. through negative advertisements instilling fear. This week, we assess some insights into the role that emotions play in contemporary electoral campaigns. Prior to Monday's class, you should read the following texts:

- Brader, T. (2005). Striking a Responsive Chord: How Political Ads Motivate and Persuade Voters by Appealing to Emotions. *American Journal of Political Science*, 49(2), 388–405. doi:10.1111/ajps.2005.49.issue-2
  - Ridout, T. N., & Searles, K. (2011). It's My Campaign I'll Cry if I Want to: How and When Campaigns Use Emotional Appeals. *Political Psychology*, 32(3), 439–458. doi:10.1111/j.1467-9221.2010.00819.x
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While reading the papers, try to answer the following questions:

- Brader investigates fear appeals: how does he expect fear appeals to affect the determinants of people's vote choices?
- Compare the effect of enthusiasm and fear appeals on people's decision to turn out to vote (or not).
- What does 'voter backlash' refer to, and what are its implications for the timing of negative advertisements?
- Who is more likely to resort to fear appeals: a candidate that is ahead in the polls, or behind? Why? Can you think of a recent example?

**DEADLINE:** In Wednesday's class, we have presentations of real life examples (9,10,11,12).

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### **Week 11: Specialization Topic 2 – Infotainment (21p)**

News is increasingly a mixture of entertainment and information: in order to appeal to a wider audience, producers of news opt to make the packaging of news as attractive as possible. This has led to an increase in so-called 'infotainment': this week, we examine this phenomenon, and its effects on the public. Prior to Monday's class, you should read the following texts:

- Boukes, M., & Boomgaarden, H. G. (2016). Politician Seeking Voter: how interviews on feel-good talk shows affect trust in politicians. *International Journal of Communication*. 10, 1145-1166.

While reading the papers, try to answer the following questions:

- Infotainment can have both a positive, and negative influence on people's understanding of politics. Give an argument in favour, and against infotainment for political communication.
- Why does the impact of politicians' talk show appearances on people's trust in politicians differ depending on people's level of political knowledge?

**DEADLINE:** In Wednesday's class, we have presentations of real life examples (13,14,15,16).

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### **Week 12: Specialization Topic 3: Personalization (17p)**

Party leaders, and their public image, are increasingly considered important for a party's electoral success. This process, whereby over time the spotlight focuses more on individual politicians, and less on political parties, is personalization. Prior to Monday's class, you should read the following text:

- Aelst, P. V., Sheafer, T., & Stanyer, J. (2012). The personalization of mediated political communication: A review of concepts, operationalizations and key findings. *Journalism*, 13(2), 203–220. doi:10.1177/1464884911427802

While reading the paper, try to answer the following questions:

- What are the two main trends of personalization? Give a specific example of each.
  - Has mediated politics become more individualized?
  - Has mediated politics become more privatized?
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DEADLINE: In Wednesday's class, we have presentations of real life examples (17,18,19,20).

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### **Week 13: Specialization Topic 4: Populism (38p)**

We have seen the rise of so-called 'populist' parties and candidates: Donald Trump was labeled a 'populist', for example. But what does populism mean? This is our topic of the week: we examine what populism is, and how the media may contribute to its rise.

- Mudde, C. (2004). The Populist Zeitgeist. *Government and Opposition*, 39(4), 542–563. doi:10.1111/j.1477-7053.2004.00135.x
- Mazzoleni, G. (2008). Populism and the Media. In D. Albertazzi & D. McDonnell (Eds.), *Twenty-first century populism: the spectre of Western European democracy* (pp. 49–66). Palgrave Macmillan.

While reading the paper, try to answer the following questions:

- Give a definition of populism: what are its key characteristics according to Mudde?
- How does the increasing importance of media affect the prevalence of populism, according to Mazzoleni?

DEADLINE: In Wednesday's class, we have presentations of real life examples (21,22,23,24).

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### **Week 14: Course Recap**

In the final week of class, we recap the course. On Monday I outline a number of challenges to the field of political communication. You should not prepare any readings for this class.

You do have to prepare for Wednesday's class: if anything was unclear in the prior weeks, you should submit a question to me via e-mail. I will discuss the questions in class (as long as time permits).

DEADLINE: In Wednesday's class, we have presentations of real life examples (25,26,27,28).

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### **Week 15: Final Examination Week**

Good luck!

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### **Course Materials**

The main course materials for this course are the required readings. The course materials will be provided in a reader, which contains all the required readings: if you do not want to purchase this, you can find most of the readings (especially the articles) online.

### **Case Studies and Additional Sources:**

For the essay, finding additional literature will help you achieve a higher grade, as this helps you bolster your argumentation. The following academic journals are highly relevant to this course:

*Communication Research*: largely focused on experimental research into a variety of communication effects, including political communication.

*Journal of Communication*: top tier journal for communication sciences. Includes many topics, including communication effects.

*Political Communication*: probably the premier journal for the field of Political Communication, this journal publishes pieces aimed at a broad scholarly audience.

*International Journal of Press & Politics*: aimed at studies investigating journalism, the relationship media-politics.

*International Journal of Public Opinion Research*: this journal is mainly of interest if you are seeking articles on the impact of political communication on the public.

### **Course Assessment**

The students will be evaluated on the basis of their performance as follows:

- Contemplation Notes (5%)
- Participation in Class (5%)
- Presentation of Real Life Example (15%)
- Midterm Examination (20%)
- Introduction to the Essay (5%)
- Essay (20%)
- Final Examination (30%)

## **Grading Scale of Vesalius College**

Vesalius College grading policy, in line with the Flemish Educational norms, is now stated as follows:

Letter grade	Scale of 20	Scale of 100
A	17.0-20.0	85-100
A-	16.1-16.9	81-84
B+	15.3-16.0	77-80
B	14.5-15.2	73-76
B-	13.7-14.4	69-72
C+	13.1-13.6	66-68
C	12.3-13.0	62-65
C-	11.5-12.2	58-61
D+	10.7-11.4	54-57
D	10.0-10.6	50-53
F	0-9.9	0-49

## **Description of activities and Grading Criteria**

### *General criteria for written assignments (contemplation notes & essay)*

The following guidelines apply to writing assignments. If you fail to follow these guidelines, your assignment will not be read and graded, resulting in a grade of 1.

- Every assignment has a front page which includes your name, the title of the assignment, the date, and the amount of words (not including the reference list and title page).
- Include page numbers!
- Line spacing: double; Font size: 12; Margins: 2.5 cm.
- References: APA style.
- Text should be left-justified, with no extra lines between paragraphs, and the first line of each paragraph indented.

### *Contemplation notes*

Contemplation notes need to be submitted each week to pass the course, to ensure that you keep up with the reading, but also to help me prepare for class (since I then know the difficulties or questions you had while reading).

Each student prepares a brief note with thoughts and questions about the literature of that week. Contemplations can for example relate to ambiguity in literature, or

the relationship between theory and real life practice. You do not have to worry about being perfectly grammatically correct in your notes; you should write freely your thoughts and reflections on the literature for that week. These notes will be used during class when the texts are discussed.

The contemplation notes are meant as an encouragement to read the literature: the individual notes will not be graded, but you will receive an overall grade on your contemplation notes at the end of the course. The grade is based on the quality of the contemplation notes: sloppy or extremely short notes will result in a lower grade (a length of half a page to a full page is typical).

For contemplation notes, the deadline is always the evening before Monday's class (Sunday 23:59).

### *Participation in Class (5%)*

Though not technically an assignment, I do expect that you participate actively in the sessions. The contemplation notes should help with this, since we will discuss the literature during class and I tend to refer to the contemplation notes throughout the discussion. Furthermore, we will have various short assignments in the sessions. Though I understand that it is sometimes difficult to speak in a group, you should try to make an effort: it will enhance your learning of the material, and that of your fellow students as well.

### *Presentation of Real Life Example (15%)*

After the midterm exam, students will each analyse and present a real-world example in Wednesday's class. The main goal is to show that you are able to relate theory and literature from that week to a specific real-world example. In other words: show how the example relates to the theory we covered. You can link the example to any of the literature in the course, but preferably the literature of that week's class or the week before (this will enhance variation).

In the first week, I will randomly assign you to present in a certain week: you will be given a number, and that number determines in which week you will present.

Note that if the course has an exceptionally large amount of students, students will complete this assignment as a group assignment (groups of 2 students each).

Your number also determines for which presentations you will act as a discussant: you do not need to prepare specifically for this, but you do need to make sure you are able to attend the presentation. Discussants should prepare two questions during the presentation to get the post-presentation discussion started.

For the presentation of your real life example, you should aim for a maximum of 10 minutes of presentation time. This leaves room for 5 minutes of discussion. The assignment will be graded as to the quality of the connections you make between the example and the literature for that week, as well as the clarity of your presentation (see grading rubric).

Email me the powerpoint / prezi / ... before class: [Jonas.lefevere@gmail.com](mailto:Jonas.lefevere@gmail.com) .

### *Introduction to the Essay (5) and Essay (20%)*

The essay is where you show that you are able to leverage the findings of the literature to substantiate a position on an evaluative or normative statement related to Political Communication and Public Diplomacy.

The essay consists of three parts:

- Introduction: outlines the statement, your position, and the relevance of the statement. The relevance is illustrated by means of a specific example. Concepts used should be briefly explained.
- Argumentation: the set of arguments substantiating your position. These arguments need to be backed up with academic literature: this includes but is not limited to the course literature. A good argumentation section includes multiple arguments, and at least one counter argument that is rebutted.
- Conclusion: the conclusion again contains the statement and your position, provides a short recap of the key arguments, and demonstrates the relevance of the statement.

The 'Introduction to the Essay' serves mainly as an exercise: it counts for only 5 percent, and is relatively short (500 words maximum). Its key objective is to allow you to receive feedback on the first part of your essay, the introduction. This is due in Week 5. You will receive your grade, but especially feedback, in the week of the midterm exam (Week 7).

You can then use that feedback to improve the introduction, before you have to submit the full Essay in Week 10, before the start of the specialization topics. The full essay should be between 2000 and 2500 words long (not including references). The grading rubrics outline the criteria that will determine your grade. These will be discussed in class as well.

### *Midterm and Final Examination*

The exams will test your knowledge and understanding of the theories and concepts we discuss in class. The exams contain three types of questions:

- Type 1 – short open-ended question: These questions will ask you to describe a theory or concept in your own words.
- Type 2 – long open-ended question: These questions are different in that they ask you to either (1) not only describe either a theory or concept, but also apply it to a real-life example of your choosing, or (2) contrast and compare two theories from the course.
- Type 3 - mini-essay: the final exam contains a mini-essay question (one page), which gives you a choice of two statements. You are then asked to write a short essay, outlining your position and providing arguments substantiating your position.

**Grading Rubrics for Assignments (over 10% of the grade)**

*Grading Rubric Presentation Real World Examples (15%)*

<b>Criterion</b>	<b>Insufficient (0.0-9.9)</b>	<b>Adequate (10.0-14.9)</b>	<b>Good (15.0-17.5)</b>	<b>Excellent (17.6-20.0)</b>
<b>Clarity of Example (15%)</b>	The presentation does not include a specific example (e.g. referring to general trends, ...), or an example that is not relevant for PolCom & PD.	The presentation focuses on a specific and relevant example.	Requirement for Adequate + the presentation convincingly demonstrates the importance and relevance of the example, and the example is creative.	Requirement for Good, but the presentation's example is particularly convincing in terms of importance, relevance or originality.
<b>Link with literature (70%)</b>	The presentation does not include any specific links to the literature.	The presentation includes multiple links to the literature, of which at least one is convincing and specific.	The presentation includes multiple convincing and specific links to the literature, spanning different course topics.	Requirement for Good, plus the presentation's links to the literature are all convincing, and creative.
<b>Style / Flow (15%)</b>	Structure of the presentation is unclear.  Slides are unclear.  Typos and errors in presentation.	Basic structure present.  Slides are clear, but not overly creative.  Almost no errors.	Structure is clear and logical.  Slides are clear and creatively designed.  No errors.	Requirements for Good, but the layout and content of the slides is compelling, and the presentation of the content was excellent.

*Grading Rubric Introduction to the Essay (5%)*

<b>Criterion</b>	<b>Insufficient (0.0-9.9)</b>	<b>Adequate (10.0-14.9)</b>	<b>Good (15.0-17.5)</b>	<b>Excellent (17.6-20.0)</b>
<b>Statement (30%)</b>	No statement, or statement not clearly distinguished from text.  Statement is not about PolCom & PD.  Statement is not normative or evaluative.	Evaluative or normative statement is present and distinguished from text.  Statement is about PolCom & PD.	Requirement for adequate, and statement is clear and specific.	Requirement for good, and statement is exceptionally creative and original.
<b>Position (15%)</b>	The author does not take an explicit position.	The author takes an explicit position on the statement (in favour or against).		Requirement for good + position is compelling and convincing.
<b>Example (35%)</b>	No example, or example is not specific enough.  Only literature as an example.	Example with relatively clear link to literature is present.	Requirement for adequate + link is very clear <i>or</i> example is very creative.	Requirement for adequate + link is very clear <i>and</i> example is very creative.
<b>Writing (20%)</b>	More than one spelling mistake that could be avoided using spell checker.  More than one half finished sentence.	Spelling mistakes almost absent.	Requirement for Adequate + max of two sentences that are unclear or difficult to understand.	Requirement for Good + No typos, grammar errors, and clear writing throughout.

Grading Rubric Essay (20%)

Criterion	Insufficient (0.0-9.9)	Adequate (10.0-14.9)	Good (15.0-17.5)	Excellent (17.6-20.0)
<b>Introduction (15%)</b>	<p>No clear / relevant / evaluative statement.</p> <p>No clear position.</p> <p>No specific example.</p> <p>No discussion of relevance.</p>	<p>Introduction mentions</p> <ul style="list-style-type: none"> <li>- Statement;</li> <li>- Position of author;</li> <li>- Specific example related to statement;</li> <li>- Relevance</li> </ul>	<p>Requirement for adequate, but either relevance or example are compelling &amp; creative.</p>	<p>Requirement for adequate, but both relevance <i>and</i> example are compelling and creative.</p>
<b>Argumentation (50%)</b>	<p>Fewer than two well-argued arguments.</p> <p>Connections to literature are unclear, or misrepresent the literature.</p> <p>Clear logical gaps are present.</p>	<p>At least 3 well-argued arguments are present.</p> <p>Connections to literature are present but not always convincing.</p> <p>No clear logical gaps or misrepresentations present.</p>	<p>Requirement for adequate +</p> <ul style="list-style-type: none"> <li>- At least one convincing counter argument (that is refuted).</li> <li>- Almost all arguments are convincingly backed up by literature.</li> </ul>	<p>Requirement for good +</p> <ul style="list-style-type: none"> <li>- More than three arguments + multiple counter arguments (that are refuted);</li> <li>- All arguments are convincingly backed up by literature.</li> </ul>
<b>Conclusion (15%)</b>	<p>Conclusion does not mention statement, position or a short recap of the key arguments.</p>	<p>Conclusion mentions statement, position and briefly describes the key arguments.</p>	<p>Requirement for adequate + Conclusion addresses broader relevance of statement.</p>	<p>Requirement for adequate, but relevance and recap of arguments are compelling.</p>
<b>References (10%)</b>	<p>Several references have formatting errors.</p> <p>No references beyond course material included.</p>	<p>No more than one reference has a formatting error.</p> <p>Non-course references are used, and almost all relevant course material</p>	<p>Same as adequate + uses at least four non-course references, and uses all relevant course material.</p>	<p>Same as good, but uses more than six non-course references.</p>

		is used.		
<b>Writing (10%)</b>	More than one spelling mistake that could be avoided using spell checker. More than one half finished sentence.	Spelling mistakes almost absent.	Requirement for Adequate + max of two sentences that are unclear or difficult to understand.	Requirement for Good + No typos, grammar errors, and clear writing throughout.

**Grading Rubric Exam Question – Type 1 (short open-ended question)**

<b>Criterion</b>	<b>Insufficient (0.0-9.9)</b>	<b>Adequate (10.0-14.9)</b>	<b>Good (15.0-17.5)</b>	<b>Excellent (17.6-20.0)</b>
<b>Accuracy (80%)</b>	The answer incorrectly reflects the concept or theory as discussed in class or readings.	The answer correctly reflects the basic tenets of the concept or theory as discussed in class or readings.	Requirement for Adequate + The answer completely covers the concept or theory, and contains no major errors.	Requirement for Good, but the answer contains no errors whatsoever.  Comparisons of multiple sources, conceptualizations and interpretations of theories result in a higher grade.
<b>Structure / Language (20%)</b>	The structure is confusing and makes it hard to make out the key points made.  Use of language is poor, and contains several errors.	Overall structure is clear, with maximum two unclear sentences.  Use of language is ok, with maximum two errors.	Structure is clear throughout, with no unclear sentences.  Good use of language, with no errors.	Requirement for Good, plus the structure and use of language are exceptionally clear.

**Grading Rubric Exam Question – Type 2 (long open-ended question)**

<b>Criterion</b>	<b>Insufficient (0.0-9.9)</b>	<b>Adequate (10.0-14.9)</b>	<b>Good (15.0-17.5)</b>	<b>Excellent (17.6-20.0)</b>
<b>Accuracy (30%)</b>	The answer incorrectly reflects the concepts or theories as discussed in class or readings.	The answer correctly reflects the basic tenets of the concepts or theories as discussed in class or readings.	Requirement for Adequate + The answer completely covers the concepts or theories, and contains no major errors.	Requirement for Good, but the answer contains no errors whatsoever.
<b>Comparison &amp; Application (50%)</b>	<p>Real world example question: The answer does not contain a specific example, or the example is not linked to the concept / theory.</p> <p>Theory comparison question: The answer does not explicitly compare the two theories.</p>	<p>Real world example question: The answer contains a specific example, and provides at least one specific link with the concept/ theory.</p> <p>Theory comparison question: The answer contains at least one substantial and specific comparison between the two theories.</p>	<p>Requirement for Adequate +</p> <p>Real world example question: answer provides at least two specific links.</p> <p>Theory comparison question: The answer contains at least two specific comparisons between the two theories.</p>	<p>Requirement for Good +</p> <p>Real world example question: answer contains more than two links / example is exceptionally creative.</p> <p>Theory comparison question: The answer contains three or more specific comparisons between the two theories.</p>
<b>Structure / Language (20%)</b>	<p>The structure is confusing and makes it hard to make out the key points made.</p> <p>Use of language is poor, and contains several errors.</p>	<p>Overall structure is clear, with maximum two unclear sentences.</p> <p>Use of language is ok, with maximum two errors.</p>	<p>Structure is clear throughout, with no unclear sentences.</p> <p>Good use of language, with no errors.</p>	<p>Requirement for Good, plus the structure and use of language are exceptionally clear.</p>

**Grading Rubric Exam Question – Type 3 (mini essay)**

<b>Criterion</b>	<b>Insufficient (0.0-9.9)</b>	<b>Adequate (10.0-14.9)</b>	<b>Good (15.0-17.5)</b>	<b>Excellent (17.6-20.0)</b>
<b>Introduction (15%)</b>	<p>No clear / relevant / evaluative statement.</p> <p>No clear position.</p> <p>No specific example.</p> <p>No discussion of relevance.</p>	<p>Introduction mentions</p> <ul style="list-style-type: none"> <li>- Statement;</li> <li>- Position of author;</li> <li>- Specific example related to statement;</li> <li>- Relevance.</li> </ul>	<p>Requirement for adequate, but either relevance or example are compelling &amp; creative.</p>	<p>Requirement for adequate, but both relevance <i>and</i> example are compelling and creative.</p>
<b>Argumentation (50%)</b>	<p>Fewer than two well-argued arguments.</p> <p>Clear logical gaps are present.</p>	<p>At least 2 well-argued arguments are present.</p> <p>No clear logical gaps or misrepresentations present.</p>	<p>Requirement for adequate +</p> <p>At least one convincing counter argument (that is refuted).</p>	<p>Requirement for good +</p> <p>More than three copnvincing arguments + multiple counter arguments (that are refuted);</p>
<b>Conclusion (15%)</b>	<p>Conclusion does not mention statement, position or a short recap of the key arguments.</p>	<p>Conclusion mentions statement, position and briefly describes the key arguments.</p>	<p>Requirement for adequate +</p> <p>Conclusion briefly addresses relevance of statement.</p>	<p>Requirement for adequate, but relevance and recap of arguments are compelling.</p>
<b>References (10%)</b>	<p>Answer does not refer to any explicit sources.</p>	<p>Answer mentions sources (author names) to back up some of the key claims made.</p>	<p>Answer mentions sources (author names) to back up most of the key claims made</p>	<p>Answer mentions sources (author names) to back up all key claims made.</p>
<b>Structure / Writing (10%)</b>	<p>More than three spelling mistakes / More than one half finished sentence / Structure is unclear.</p>	<p>Structure is clear (intro / arguments / conclusion). Less than three spelling mistakes. No half-finished sentences.</p>	<p>Requirement for Adequate +</p> <p>Maximum one spelling mistake or exceptionally clear structure.</p>	<p>Requirement for Good +</p> <p>Maximum one spelling mistake <i>and</i> exceptionally clear structure.</p>

## **Additional Course Policies**

### *Class attendance*

It is important to attend class, as this is where I explain the basics of each theory – and more importantly we will do exercises to help you grapple with these theories. If you do not attend class, you will have an extremely difficult time processing all the required material (slides + required readings) before the exams. You will also miss important information on assignments. Missing a class for a legitimate reason is acceptable, as long as you let me know beforehand that you cannot attend, and why (just send me an email: [Jonas.lefevere@gmail.com](mailto:Jonas.lefevere@gmail.com)). Note that attending class implies *being on time!*

### *Deadlines for assignments*

The deadlines for all assignments are communicated at the beginning of the semester. Because you are therefore able to plan ahead, late submissions of papers will not be accepted unless there are serious legitimate reasons. You must give notice prior to the deadline, otherwise your submission will not be graded.

## **Academic Honesty Statement**

Academic dishonesty is **NOT** tolerated in this course - or anywhere for that matter.

**Your written assignments will be checked for plagiarism: don't do it.** If I find that a written assignment – even a contemplation note – contains portions of text that have been lifted from another source without clear indications of this (e.g. italics) or referencing, this is considered plagiarism. Such cases will be communicated in writing to the Associate Dean for Students and submitted to the Student Conduct Committee for disciplinary action. The same goes for cheating or any other breaches of academic integrity.

## **Calculation of Workload**

One ECTS stands for 25-30 hours of study. The course should therefore have a workload of between 150 – 180 hours of study.

<b>Task</b>	<b>Hours</b>
Reading required readings (10p/hour, total of 390 pages)	39
Classes (13 weeks of class, 3 hours per week)	39
Contemplation notes (1,5 hour per week)	20
Introduction to the essay (500 words, 1 hour per 100 words) <sup>1</sup>	5
Essay (2500 words, 1 hour per 100 words) <sup>1</sup>	25
Real world example preparation	10
Studying for exams (15 hours for each exam)	30
<b>Total</b>	<b>168</b>

<sup>1</sup> This is based on the estimates provided by <http://cte.rice.edu/blogarchive/2016/07/11/workload>. The essay involves building an argument, and it also requires extensive drafting.