Course Syllabus

CMM251G

Political Communication and Public Diplomacy

Fall 2018

Prof. Dr. Julia Lönnendonker

Number of ECTS credits: 6

Contact Details for Professor

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Office hours: By appointment (via e-mail).

Course Description

This course examines the triangle that exists between politics, the media and the public (both foreign and domestic). 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 discusses and applies 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. Students decide which specialization topics are covered by an in-class vote.
**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, 3);
- Students are able to define core concepts used in political communication and public diplomacy (DLO 1, 3);

**Skills**
- Students are able to apply theories of political communication and public diplomacy to specific, real-life examples (DLO 5);
- Students are able to take a position on an issue of political communication or public diplomacy, and construct a written argumentation substantiating their position, based on academic literature (DLO 11);

**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 11).

**Course schedule**

We have class on Mondays (6-9pm).
- the first part of the class will be focused on discussing the readings, and developing our understanding of the associated theories and concepts. Prior to each class, you need to read two to three texts. The second part of the class will be devoted to extending our understanding of these theories and concepts. This is achieved by 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 8-10). Finally, we end with three specialization topics that each focus on a topic that is highly relevant in today’s political communication context.

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1 See matrix at the end of the syllabus for a full overview of the connection between Major Learning Objectives, Course Objectives, and Evaluation methods.
(weeks 11-13). 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 (August 27th): Introductions (35p)**

The first week serves as an introduction to the course and topic, but especially an introduction to each other. We'll cover the syllabus, a basic introduction to the course and tackle the two texts of the week. You should read these texts:


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 Bennett 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’?

Optional reading:


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**Week 2 (September 3rd): 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 the class, you should read the following texts:


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?
- How do the six trends outlined by Van Aelst et al. (Week 1) relate to the functions of the media outlined by McNair?

Optional reading:

**Week 3 (September 10th): 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 the class, you should read the following texts:


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 this class, we discuss the Introduction to the Essay assignment.

**Week 4 (September 17th): 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?

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.

Optional reading:

**Week 5 (September 24th): 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 the class, you should read the following texts:


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 by September 28th, 2018, midnight.

**Week 6 (October 1st): 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 the class, you should read the following texts:


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?
- Is the innocence frame a generic or issue specific frame? Why (not)?

Week 7 (October 8th): Midterm exam
No class, just the exam. You will receive feedback on the ‘Introduction to the Essay’ in this week at the latest.

Week 8 (October 15th): 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 the class, you should read the following text:


While you are reading Gilboa’s text, try to answer the following questions:
- Gilboa discusses three models of Public Diplomacy. Describe each, and give 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)?
- What is the difference between soft and hard power?

Additional Readings:

Week 9 (October 22th): 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 the class, you should read the following texts:


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 next class, we have presentations of real life examples. Check the schedule in the slide to know your presentation date!

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**Week 10 (November 5th): Specialization Topic 1 - Emotions in Politics (36p)**

*(Note: specialization topics may change depending on student preferences! Check the latest version of the syllabus on PointCarré!)*

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 the class, you should read the following texts:


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 this class, we have presentations of real life examples. Check the schedule in the slide to know your presentation date!

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**Week 11 (November 12th): Specialization Topic 2 – Infotainment (21p)**

*(Note: specialization topics may change depending on student preferences! Check the latest version of the syllabus on Canvas!)*

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 the class, you should read the following texts:


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 this class, we have presentations of real life examples. Check the schedule in the slide to know your presentation date!

**DEADLINE:** Submit your Essay before by November 17th, 11:30

Additional reading:

**Week 12 (November 19th): Specialization Topic 3: Investigative Journalism (26p)**

(Note: specialization topics may change depending on student preferences! Check the latest version of the syllabus on PointCarré!)

This week, we will be discussing the rare breed of the investigative journalist, and the extent to which changes in media have affected journalists’ ability to engage in investigative journalism. Before class, make sure to read the following texts:


While reading the papers, try to answer the following questions:
- Wahl-Jorgensen describes the difficult relationship between mainstream media and Wikileaks. Do you think media are correct in labelling Wikileaks as “just another source”? Or do these new practices signal a shift in journalism itself?
- Lashmar analyses the institutional links between intelligence services and the
media: do you consider these institutional links beneficial for the public interest, or not? If not, what might be a better alternative?
- At the end of Lashmar’s paper, he refers to the 24/7 news hour cycle: how does the faster news cycle affect journalists’ ability to act as a fourth estate?

**DEADLINE:** In this class, we have presentations of real life examples. Check the schedule in the slide to know your presentation date!

Additional reading:
- Wahl-Jorgensen describes the difficult relationship between mainstream media and Wikileaks. Do you think media are correct in labelling Wikileaks as “just another source”? Or do these new practices signal a shift in journalism itself?

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**Week 13 (November 26th): Specialization Topic 4: Media Coverage of Protest (22p)**

(Note: specialization topics may change depending on student preferences! Check the latest version of the syllabus on PointCarré!)

When we think about political participation, and how the public communicates its preferences to politics, we usually think of elections. Yet, public protest is an increasingly important way in which the public can communicate its grievances to politics. This week, we discuss the role of protest, and the crucial mediating role of media.


While reading the paper, try to answer the following questions:
- Why is it important for protest to ‘pass the media gates’?
- Which factors matter most in determining whether media cover a protest event?
- What is a ‘symbolic action’, and why does this increase the chances that a protest event gets covered in the news?

**DEADLINE:** In this class, we have presentations of real life examples. Check the schedule in the slide to know your presentation date!

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**Week 14 (December 3rd): Course Recap**

In the final week of class, we recap the course. I will outline a number of challenges to the field of political communication. You should not prepare any readings for this class. If anything was unclear in the prior weeks, please submit a question to me via e-mail. I will discuss the questions in class (as long as time permits).

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**Week 15 (December 10th): Final Examination Week**

No class. Good luck with the exam!
**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.


*Party Politics*: oftentimes features articles on the strategic behaviour of political elites, and their relationship with the media.

*Journal of Public Affairs*: journal aimed at public policy, but which often has contributions dealing with international public policy and public diplomacy.

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

- Presentation of Real Life Example (10%)
- Midterm Examination (30%)
- Introduction to the Opinionated Essay (5%)
- Opinionated Essay (25%)
- Final Examination (30%)
Grading Scale of Vesalius College

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

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

Description of activities and Grading Criteria

General criteria for written assignments (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 an F grade.

- 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, Harvard Style, or Chicago.
- Text should be left-justified, with no extra lines between paragraphs, and the first line of each paragraph indented.

Presentation of Real Life Example (10%)

After the midterm exam, students analyse and present a real-world example in 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).

The number you picked in the random draw in the first week determines in which
week you will present. Note that if the course has a 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.

Introduction to the Opinionated Essay (5%) and Opinionated Essay (25%)

The opinionated 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 opinionated 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’ assignment (5%) serves mainly as an exercise: it
counts for 5 percent, and is relatively short (700 words maximum). The grading
rubric contains the full details on how your assignment will be graded, but the
introduction to the essay assignment needs to contain at least the following
elements:
- Statement
- Position
- Specific real-world example linked to the statement
- Draft of two arguments
The key objective of this assignment is to allow you to receive feedback on the first part of your essay, the introduction, and on the draft arguments: oftentimes students are not used to this writing style, so it is important to know whether or not your arguments fit the purpose of the assignment. 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 11. 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 (30% and 30%)

The exams will test your knowledge and understanding of the theories and concepts we discuss in class. The exams may 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, which has you argue a normative statement similar to the opinionated essay. 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%)**

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Insufficient (0.0-9.9)</th>
<th>Adequate (10.0-14.9)</th>
<th>Good (15.0-17.5)</th>
<th>Excellent (17.6-20.0)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarity of Example</strong></td>
<td>The presentation does not include a specific example (e.g. referring to general trends, …), or an example that is not relevant for PolCom &amp; PD.</td>
<td>The presentation focuses on a specific and relevant example.</td>
<td>Requirement for Adequate + the presentation convincingly demonstrates the importance and relevance of the example, and the example is creative.</td>
<td>Requirement for Good, but the presentation’s example is particularly convincing in terms of importance, relevance or originality.</td>
</tr>
<tr>
<td><strong>Link with literature</strong></td>
<td>The presentation does not include any specific links to the literature.</td>
<td>The presentation includes multiple links to the literature, of which at least one is convincing and specific.</td>
<td>The presentation includes multiple convincing and specific links to the literature, spanning different course topics.</td>
<td>Requirement for Good, plus the presentation’s links to the literature are all convincing, and creative.</td>
</tr>
<tr>
<td><strong>Style / Flow</strong></td>
<td>Structure of the presentation is unclear. Slides are unclear. Typos and errors in presentation.</td>
<td>Basic structure present. Slides are clear, but not overly creative. Almost no errors.</td>
<td>Structure is clear and logical. Slides are clear and creatively designed. No errors.</td>
<td>Requirements for Good, but the layout and content of the slides is compelling, and the presentation of the content was excellent.</td>
</tr>
<tr>
<td>Criterion</td>
<td>Insufficient (0.0-9.9)</td>
<td>Adequate (10.0-14.9)</td>
<td>Good (15.0-17.5)</td>
<td>Excellent (17.6-20.0)</td>
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<tr>
<td><strong>Statement</strong> (30%)</td>
<td>No statement, or statement not clearly distinguished from text.</td>
<td>Evaluative or normative statement is present and distinguished from text.</td>
<td>Requirement for adequate, and statement is clear and specific.</td>
<td>Requirement for good, and statement is exceptionally creative and original.</td>
</tr>
<tr>
<td></td>
<td>Statement is not about PolCom &amp; PD.</td>
<td>Statement is about PolCom &amp; PD.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Statement is not normative or evaluative.</td>
<td></td>
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<tr>
<td><strong>Position</strong> (15%)</td>
<td>The author does not take an explicit position.</td>
<td>The author takes an explicit position on the statement (in favour or against).</td>
<td></td>
<td>Requirement for good + position is compelling and convincing.</td>
</tr>
<tr>
<td><strong>Example</strong> (35%)</td>
<td>No example, or example is not specific enough.</td>
<td>Specific example with relatively clear link to statement is present.</td>
<td>Requirement for adequate + link is very clear or example is very creative.</td>
<td>Requirement for adequate + link is very clear and example is very creative.</td>
</tr>
<tr>
<td></td>
<td>Only literature as an example.</td>
<td></td>
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<tr>
<td><strong>Writing</strong> (20%)</td>
<td>More than one spelling mistake that could be avoided using spell checker.</td>
<td>Spelling mistakes almost absent.</td>
<td>Requirement for Adequate + max of two sentences that are unclear or difficult to understand.</td>
<td>Requirement for Good + No typos, grammar errors, and clear writing throughout.</td>
</tr>
<tr>
<td></td>
<td>More than one half finished sentence.</td>
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</tr>
</tbody>
</table>
## Grading Rubric Essay (20%)

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Insufficient (0.0-9.9)</th>
<th>Adequate (10.0-14.9)</th>
<th>Good (15.0-17.5)</th>
<th>Excellent (17.6-20.0)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>No clear / relevant / evaluative statement.</td>
<td>Introduction mentions Statement; Position of author; Specific example related to statement; Relevance</td>
<td>Requirement for adequate, but either relevance or example are compelling &amp; creative.</td>
<td>Requirement for adequate, but both relevance and example are compelling and creative.</td>
</tr>
<tr>
<td>(15%)</td>
<td>No clear position.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>No specific example.</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>No discussion of relevance.</td>
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<td></td>
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</tr>
<tr>
<td><strong>Argumentation</strong></td>
<td>Fewer than two well-argued arguments.</td>
<td>At least 3 well-argued arguments are present.</td>
<td>Requirement for adequate + At least one convincing counter argument (that is refuted).</td>
<td>Requirement for good + More than three arguments + multiple counter arguments (that are refuted);</td>
</tr>
<tr>
<td>(50%)</td>
<td>Connections to literature are unclear, or misrepresent the literature.</td>
<td>Connections to literature are present but not always convincing.</td>
<td>- Almost all arguments are convincingly backed up by literature.</td>
<td>- All arguments are convincingly backed up by literature.</td>
</tr>
<tr>
<td></td>
<td>Clear logical gaps are present.</td>
<td>No clear logical gaps or misrepresentations present.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td>Conclusion does not mention statement, position or a short recap of the key arguments.</td>
<td>Conclusion mentions statement, position and briefly describes the key arguments.</td>
<td>Requirement for adequate + Conclusion addresses broader relevance of statement.</td>
<td>Requirement for adequate, but relevance and recap of arguments are compelling.</td>
</tr>
<tr>
<td>(15%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>References</strong></td>
<td>Several references have formatting errors. No references beyond course material included.</td>
<td>No more than one reference has a formatting error. Non-course references are used, and almost all relevant course material is used.</td>
<td>Same as adequate + uses at least four non-course references, and uses all relevant course material.</td>
<td>Same as good, but uses more than six non-course references.</td>
</tr>
<tr>
<td>(10%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>More than one spelling mistake that could be avoided using spell checker. More than one half finished sentence.</td>
<td>Spelling mistakes almost absent.</td>
<td>Requirement for Adequate + max of two sentences that are unclear or difficult to understand.</td>
<td>Requirement for Good + No typos, grammar errors, and clear writing throughout.</td>
</tr>
<tr>
<td>(10%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Grading Rubric Exam Question – Type 1 (short open-ended question)

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Insufficient (0.0-9.9)</th>
<th>Adequate (10.0-14.9)</th>
<th>Good (15.0-17.5)</th>
<th>Excellent (17.6-20.0)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Accuracy (80%)</strong></td>
<td>The answer incorrectly reflects the concept or theory as discussed in class or readings.</td>
<td>The answer correctly reflects the basic tenets of the concept or theory as discussed in class or readings.</td>
<td>Requirement for Adequate + The answer completely covers the concept or theory, and contains no major errors.</td>
<td>Requirement for Good, but the answer contains no errors whatsoever. Comparisons of multiple sources, conceptualizations and interpretations of theories result in a higher grade.</td>
</tr>
<tr>
<td><strong>Structure / Language (20%)</strong></td>
<td>The structure is confusing and makes it hard to make out the key points made. Use of language is poor, and contains several errors.</td>
<td>Overall structure is clear, with maximum two unclear sentences. Use of language is ok, with maximum two errors.</td>
<td>Structure is clear throughout, with no unclear sentences. Good use of language, with no errors.</td>
<td>Requirement for Good, plus the structure and use of language are exceptionally clear.</td>
</tr>
</tbody>
</table>
### Grading Rubric Exam Question – Type 2 (long open-ended question)

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Insufficient (0.0-9.9)</th>
<th>Adequate (10.0-14.9)</th>
<th>Good (15.0-17.5)</th>
<th>Excellent (17.6-20.0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accuracy (30%)</td>
<td>The answer incorrecty reflects the concepts or theories as discussed in class or readings.</td>
<td>The answer correctly reflects the basic tenets of the concepts or theories as discussed in class or readings.</td>
<td>Requirement for Adequate + The answer completely covers the concepts or theories, and contains no errors.</td>
<td>Requirement for Good, but the answer contains no errors whatsoever.</td>
</tr>
<tr>
<td>Comparison &amp; Application (50%)</td>
<td>Real world example question: The answer does not contain a specific example, or the example is not linked to the concept / theory.</td>
<td>Real world example question: The answer contains a specific example, that is weakly linked to theory.</td>
<td>Requirement for Adequate + Real world example question: example is clearly linked to theory.</td>
<td>Requirement for Good + Real world example question: answer contains clear links to theory, and either example or links are exceptionally creative.</td>
</tr>
<tr>
<td>Structure / Language (20%)</td>
<td>The structure is confusing and makes it hard to make out the key points made.</td>
<td>Overall structure is clear, with maximum two unclear sentences.</td>
<td>Structure is clear throughout, with no unclear sentences.</td>
<td>Requirement for Good, plus the structure and use of language are exceptionally clear.</td>
</tr>
<tr>
<td></td>
<td>Use of language is poor, and contains several errors.</td>
<td>Use of language is ok, with maximum two errors.</td>
<td>Good use of language, with no errors.</td>
<td></td>
</tr>
</tbody>
</table>
### Grading Rubric Exam Question – Type 3 (mini essay)

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Insufficient (0.0-9.9)</th>
<th>Adequate (10.0-14.9)</th>
<th>Good (15.0-17.5)</th>
<th>Excellent (17.6-20.0)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>No clear / relevant / evaluative statement.</td>
<td>Introduction mentions - Statement; - Position of author; - Specific example related to statement; - Relevance.</td>
<td>Requirement for adequate, but either relevance or example are compelling &amp; creative.</td>
<td>Requirement for adequate, but both relevance and example are compelling and creative.</td>
</tr>
<tr>
<td>(15%)</td>
<td>No clear position.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No specific example.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No discussion of relevance.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Argumentation</strong></td>
<td>Fewer than two well-argued arguments.</td>
<td>At least 2 well-argued arguments are present.</td>
<td>Requirement for adequate +</td>
<td>Requirement for good +</td>
</tr>
<tr>
<td>(50%)</td>
<td>Clear logical gaps are present.</td>
<td>No clear logical gaps or misrepresentations present.</td>
<td>At least one convincing counter argument (that is refuted).</td>
<td>More than three convincing arguments + multiple counter arguments (that are refuted);</td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td>Conclusion does not mention statement, position or a short recap of the key arguments.</td>
<td>Conclusion mentions statement, position and briefly describes the key arguments.</td>
<td>Requirement for adequate +</td>
<td>Requirement for adequate, but relevance and recap of arguments are compelling.</td>
</tr>
<tr>
<td>(15%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>References</strong></td>
<td>Answer does not refer to any explicit sources.</td>
<td>Answer mentions sources (author names) to back up some of the key claims made.</td>
<td>Answer mentions sources (author names) to back up most of the key claims made.</td>
<td>Answer mentions sources (author names) to back up all key claims made.</td>
</tr>
<tr>
<td>(10%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Structure / Writing</strong></td>
<td>More than three spelling mistakes / More than one half finished sentence / Structure is unclear.</td>
<td>Structure is clear (intro / arguments / conclusion). Less than three spelling mistakes. No half-finished sentences.</td>
<td>Requirement for Adequate +</td>
<td>Requirement for Good +</td>
</tr>
<tr>
<td>(10%)</td>
<td></td>
<td></td>
<td>Maximum one spelling mistake or exceptionally clear structure.</td>
<td>Maximum one spelling mistake and exceptionally clear structure.</td>
</tr>
</tbody>
</table>
Class attendance

Because the College is committed to providing students with high-quality classes and ample opportunity for teacher-student interaction, it is imperative that students regularly attend class. As such, Vesalius College has a strict attendance policy. Participation in class meetings is mandatory, except in case of a medical emergency (e.g. sickness). Students will need to provide evidence for missing class (doctor’s note). If evidence is provided, the missed class is considered as an excused class. If no evidence is provided, the missed class is counted as an absence. If students are absent for two classes, the course instructor alerts the student’s advisor.

Participation implies that students are on time: as a general rule, the College advises that students should be punctual in this regard, but it is up to the professor to decide whether to count late arrivals as absences, or not.

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 receive a penalty on the overall score for the assignment:

- 0-24 hours after deadline: 10 point penalty (e.g. 80/100 becomes 70/100);
- 24-48 hours after deadline: 25 point penalty (e.g. 80/100 becomes 55/100);
- 48-72 hours after deadline: 50 point penalty (e.g. 80/100 becomes 30/100).

No submissions are accepted if they are submitted 72 hours beyond the deadline.

Academic Honesty & Plagiarism

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

Your written assignments will be checked for plagiarism on TurnItIn: 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. This includes your own work (self-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.

<table>
<thead>
<tr>
<th>Task</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading required readings (10p/hour, total of 398 pages)</td>
<td>40</td>
</tr>
<tr>
<td>Classes (13 weeks of class, 3 hours per week)</td>
<td>39</td>
</tr>
<tr>
<td>Task</td>
<td>Hours</td>
</tr>
<tr>
<td>---------------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Introduction to the essay (700 words, 1 hour per 100 words)</td>
<td>7</td>
</tr>
<tr>
<td>Essay (2500 words, 1 hour per 100 words)</td>
<td>25</td>
</tr>
<tr>
<td>Real world example preparation</td>
<td>10</td>
</tr>
<tr>
<td>Studying for exams (19 hours for each exam)</td>
<td>38</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>159</strong></td>
</tr>
</tbody>
</table>

This is based on the estimates provided by [http://cte.rice.edu/blogarchive/2016/07/11/workload](http://cte.rice.edu/blogarchive/2016/07/11/workload). The essay involves building an argument, and it also requires extensive drafting.
## Link between DLOs, Course Objectives and Assignments

<table>
<thead>
<tr>
<th>Major Learning Objective</th>
<th>Course Objective</th>
<th>Methods Used to Teach Objective</th>
<th>Methods Used to Test Objective</th>
<th>Type &amp; Times Feedback given to Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Have a thorough knowledge of scientific levels, types and components of (technologically mediated and not mediated) communication.</td>
<td>• Students have a basic understanding of the main theories of political communication and public diplomacy • Students are able to define core concepts used in political communication and public diplomacy</td>
<td>Class slides Class discussions In-class exercises Contemplation notes</td>
<td>Midterm Exam Final Exam Contemplation notes</td>
<td>Midterm Exam Feedback Feedback on Contemplation notes Discussions and In-class Exercises.</td>
</tr>
<tr>
<td>3. Describing and comparing theories, concepts, authors and paradigms of the domains within the communication science.</td>
<td>• Students have a basic understanding of the main theories of political communication and public diplomacy • Students are able to define core concepts used in political communication and public diplomacy</td>
<td>Class slides Class discussions In-class exercises</td>
<td>Midterm Exam Final Exam Essay</td>
<td>Midterm Exam Feedback Discussions and In-class Exercises.</td>
</tr>
<tr>
<td>5. Contribute to the initiating, planning and executing basic and</td>
<td>Students are able to apply theories of political</td>
<td>Class slides Class discussions In-class exercises</td>
<td>Real World Example Presentations Application Questions on</td>
<td>Midterm Exam Feedback Discussions and In-</td>
</tr>
<tr>
<td>11. To identify the ethical dimension of a communication problem and to acknowledge different point of view.</td>
<td>• Students are able to take a position on an issue of political communication or public diplomacy, and construct a written argumentation substantiating their position, based on academic literature. • Students have a critical attitude towards contemporary politics, media, and public opinion, based on their understanding of theories regarding political communication and public diplomacy.</td>
<td>In-class explanation of opinionated argumentation. In-class exercises on opinionated argumentation. Introduction to the Essay.</td>
<td>Essay Mini-essay question on Final exam</td>
<td>Feedback on Introduction to the essay. Feedback on essay.</td>
</tr>
</tbody>
</table>