



**MASTER OF ARTS
IN MASS COMMUNICATION**
College of Journalism and Communications
UNIVERSITY of FLORIDA

COURSE NUMBER Fundamentals of Political Engagement

Spring 2019

3 CREDIT HOURS

INSTRUCTOR

Parks Bennett
jparks.bennett@ufl.edu
229-740-2006

Contact

Email is the best way to reach me. I will respond within 24 hours but if you need a more immediate response please feel free to text me. If we need to speak via phone, please email or text to schedule an appointment.

Office Hours

I am available Tuesday nights, by appointment, from 6:00 p.m. to 9:00 p.m. EST virtually (Zoom or FaceTime) or by phone. If that time range does not work for you, please email me to coordinate a time.

Instructor Bio

Parks Bennett is a Co-founder and CEO of Campaign Inbox, an email marketing and technology company helping political campaigns, non-profit organizations, and issue advocacy groups deliver their movement. Campaign Inbox clients win the fight for the inbox by ensuring they are actually reaching their subscriber's inboxes and building a stronger, one-to-one relationship with their donors and activists. Prior to starting Campaign Inbox Parks served as the Director of Digital Fundraising for the Republican National Committee (RNC) and the Donald J. Trump for President campaign. Before joining the RNC Parks ran all email, direct mail, and telemarketing fundraising for the Scott Walker for President campaign. Before jumping into presidential politics Parks ran the NRCC's direct mail and telemarketing fundraising operations for two cycles.

COURSE WEBSITE & LOGIN

Your course is in Canvas (UF e-Learning). Go to <http://elearning.ufl.edu/>. Click the orange "Log in to e-Learning" button. Login with your GatorLink account. Your course may appear on your

Dashboard. If it is not on the dashboard, the course will be in the Courses menu on the left navigation. Click on “All Courses” on this menu. After clicking “All Courses”, you have the option to put the course on your dashboard by clicking on the star to the left of the course’s name.

Contact UF Helpdesk <http://helpdesk.ufl.edu/> (352) 392-HELP (4357) if you have any trouble with accessing your course.

Zoom

Zoom will be used for recorded and live lectures as well as for office hours if that is a preferred method for the student.

THIS COURSE

Course Layout

Each week, you will be assigned lectures to watch, readings, assignments, and discussion posts. These tasks can be found on each weekly module. There is one final project due at the end of the course.

Description

As traditional means of political engagement move increasingly online, capturing the attention of your targeted audience is more challenging than ever. Political campaigns and advocacy organizations are finding a more competitive environment they must rapidly adapt to in order to survive and ultimately, win.

Political engagement is the art of motivating people to signup, volunteer, donate and vote for a candidate or issue. The most effective campaigns use a mixture of storytelling, psychology, and data analytics to persuade people to take the actions being sought by the organization.

This course will teach students how to utilize email and other channels to engage potential voters, volunteers, and donors. After completing this course, students will know how to reach voters organically through a variety of ways. Students will learn about voter messaging and how to ask potential donors for contributions. They will also learn about email deliverability, A/B testing, and the proper use of web analytics. In short, students will learn how to get your emails delivered instead of sent to junk, your donate button clicked instead of ignored, and your story shared instead of scrolled past.

Digital Marketing is rapidly becoming the *king* of political and advocacy engagement. Maintaining an engaged, active digital support file on email, social and other means is critical to the success of an organization. Winning the battle for a subscriber’s attention requires a deep understanding of the psychology of what makes people want to engage with your cause.

Learning how to quickly adapt to a changing audience will set a truly successful marketer apart from the crowd. The Fundamentals of Political Engagement course will provide students the

knowledge they need to enter or grow in the field of digital communication, fundraising, and advocacy.

Objectives

By the end of the semester, students will be able to:

- Design Digital Marketing programs for political and advocacy campaigns
- Determine the psychological aspects of acquiring and converts engaged supporters
- Learn to effectively blend Apps, text messaging, digital ads and email to tell a complete story
- Analyze complex data reports to guide decision making
- Write effective fundraising email copy
- Optimize email creative for conversion
- Create persuasion and Get-Out-the-Vote email programs for political candidates

Students will be able to answer the following 10 questions by the end of this course:

- What is political engagement?
- How does psychology effect the response of an individual?
- What technology is the best to reach my target audience?
- How do I use social media to build my subscriber list?
- What strategies should I use to ensure my emails are delivering into an inbox?
- How do I convert more subscribers into donors?
- Does the prospecting spend make the right investment in the future of my organization?
- How do I create a sense of community with my organizations subscribers?
- How do I use social pressure to increase exposure for my cause?
- How do I get buy-in from leaders of my organization for a digital marketing plan?

Course Deliverables

This course consists of the following assignments.

- Discussions 14 discussion assignments
- Weekly Assignments 14 weekly assignments
- Final Project 1 project

Discussion post topics will be based on events occurring in close proximity to the course lecture or guest lecturer's topic for each week. The topic will be posted in Canvas by Monday at noon and responses will be due by 11:59 p.m. each Thursday.

Weekly assignments will follow the course lectures each week. Specific information will be provided in the lecture to give you the ability to complete each assignment.

- Week 1 – Draft a narrative on your personal level of political engagement. 800 words or less
- Week 2 – Develop a donor profile based on the parameters given during the course lecture and the two methods introduced in the first two chapters of *Influence*.
- Week 3 – Write a fundraising email to convert the donor you developed in Week 2 into a \$25 donor.

- Week 4 – Develop an email marketing plan based on the parameters given during the course lecture.
- Week 5 – Create an email housefile budget based on the parameters given during the course lecture.
- Week 6 – Design a one-week ad campaign for Facebook with a goal to acquire emails for a candidate for political office.
- Week 7 – Create a 30-day A/B testing plan for email that increases open rate.
- Week 8 – Draft a narrative on how an issue advocacy organization can use digital advertising to increase exposure for their cause.
- Week 9 – Using data provided during the course lecture, create a lifetime donor value report and explanation on the importance of growing a list.
- Week 10 – Write a three-email series designed to engage a segment of an issue advocacy’s who has not opened an email in six to twelve months.
- Week 11 – Design a donation page which will get your Week 2 profile to convert.
- Week 12 – Develop a two-week text message program, complete with schedule and text message copy and creative.
- Week 13 – Design a one-week ad campaign to persuade an absentee voter audience to submit their ballot for your candidate.
- Week 14 – Create a six-week GOTV program using direct mail, telemarketing, email, social, and text messaging.

Your final project applies everything you will learn over the course term. You will submit a plan for either an advocacy organization or political campaign which will demonstrate all the skills learned throughout the semester.

The presentation can be submitted using PowerPoint or some other presentation tool. You will use your knowledge of the budget process, donor psychology, and data collection methods to design an engagement program for your chosen organization.

Gathering and presenting a thoughtful digital marketing plan is a large part of the job responsibility for a Marketing Strategist. This presentation will give you a great piece to add to your portfolio.

COURSE EXPECTATIONS

I have designed this course from the perspective of an employer to give you an advantage over potential competitors in the job marketplace. Whether you’re a communications professional, a fundraiser, or an executive director of an organization it is important to know how your audience should respond to communications. During this 16-week course we will explore digital, mail, and telemarketing medium and how they apply to both political campaigns and non-political organizations.

Attendance

You are expected to log into Canvas Monday through Friday each week to watch lectures and participate in course discussions. While it is not mandatory to log in every day, it is encouraged as this will maximize the value of the discussions and give you a deeper understanding of the

course material. This is a 16-week course and follows the UF calendar for the Spring 2019 semester.

Most lectures will be recorded in advance and posted by 7 p.m. EST each Monday. The discussion post for each week will also be posted on Monday. These posts will follow the recorded lectures and weekly readings and will require you to watch and/or read before replying.

Live Class Meeting: Our first class will be live so that we may review the syllabus and answer questions. My goal is for each guest lecturer to host live classes, but this is dependent of their availability and company policy. You will be provided advanced notice if these classes will be live.

Interactions

Zoom allows all of us to have a voice in an online environment. Students are encouraged to speak up, utilize the chat feature, and be actively engaged in class. I encourage all of you to interact – the more interaction, the richer the learning experience!

Weekly discussions are designed to help you learn how to stay on top of shifting digital trends. Some will be intended to evoke a debate and every student is expected to respect one another and our opinions.

Please adhere to the netiquette communications guidelines posted on Canvas.

Accountability

You are expected to log into your Canvas course multiple times each week. Your work is expected to be completed on time and you are expected to remain actively involved throughout the semester. All discussions, inside and outside of Canvas and Zoom, are expected to be held in a professional manner. You should always be respectful of the instructor and your fellow students.

Ownership Education

As graduate students, you are not passive participants in this course. All students in this Program have a background in marketing, advertising, public relations, journalism, or similar fields. This class allows you to not only take ownership of your educational experience but to also provide your expertise and knowledge in helping your fellow classmates. The Canvas shell will have an open Q&A thread where you should pose questions to your classmates when you have a question as it relates to an assignment or an issue that has come up at work. Your classmates along with your instructor will be able to respond to these questions and provide feedback and help. This also allows everyone to gain the same knowledge in one location rather than the instructor responding back to just one student which limits the rest of the class from gaining this knowledge.

REQUIRED TEXT

Cialdini, Robert B. PH.D. "Influence: The Psychology of Persuasion." Revised Edition, HarperCollins, 2007.

Additional journal articles and other readings will be made available in digital format via Canvas.

TEACHING PHILOSOPHY

I believe learning best occurs when students and educators are thoughtful participants in a meaningful discussion. Nothing that occurs in the class is the law, and no student or educator is infallible. Every participant in this course brings something to the table and we should all strive to learn from one another. There will be guest lecturers for this very reason. I look forward to sharing my field of expertise with you and hope you find it as valuable for your personal and professional advancement.

COURSE POLICIES

Attendance Policy

You are expected to participate in weekly Canvas discussion posts and reply to posts by fellow students. To accommodate for working schedules, due dates for assignments have been spaced out and daily participation is not required. However, logging into Canvas on a daily basis to check discussion posts is strongly encouraged.

You must attend live classes. If you are unable to attend for a valid reason, please notify me in advance of the class.

The attendance policy is consistent with UF's policy, found at <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Late Work & Makeup Policy

Deadlines are critical to this class. All work is due on or before the due date. Extensions for deadlines will only be for preapproved emergencies. Minor inconveniences such as family vacation or minor illness are not valid reasons for extensions. With this in mind there will be penalties for late work:

- | | |
|---|---------------------|
| • Less than an hour late | 05 points off |
| • More than an hour late but less than 24 hours late | 10 points off |
| • More than 24 hours late but less than 48 hours late | 15 points off |
| • More than 48 hours late | 25 points off |
| • A week or more late | Not accepted at all |

Issues with uploading work for a grade is not an excuse. If a student is having technical difficulties with Canvas, there are other means to submit completed work. Student may email .zip files or even links to Dropbox folders to Instructor via UF email. Students should compensate for technical difficulties by not waiting until the last minute to submit work.

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up. Contact UF helpdesk (352) 392-HELP.

Emergency and extenuating circumstances policy: Students who face emergencies, such as a major personal medical issue, a death in the family, serious illness of a family member, or other situations beyond their control should notify their instructors immediately.

Students are also advised to contact the Dean of Students Office if they would like more information on the medical withdrawal or drop process: <https://www.dso.ufl.edu/care/medical-withdrawal-process/>

Students MUST inform their academic advisor before dropping a course, whether for medical or non-medical reasons. Your advisor will assist with notifying professors and go over options for how to proceed with their classes. Email your academic advisor and put “dropping a course” in the subject line. Your academic advisor will reply with the necessary procedures. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalogue at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Coursework Submissions

All assignments, discussions, and projects will be submitted electronically through Assignments in Canvas.

Deadlines

This class, like others, involves many deadlines. Here is a reminder. The new lecture starts on Mondays: **The following is an example:**

- Discussions 11:59 PM EST Thursdays the week assigned
- Assignments 11:59 PM EST Sundays the week assigned
- Final Presentation 11:59 PM EST the last Friday of the semester

Grading

Your work will be evaluated according to the following distribution (example):

- Discussions 25%
- Weekly Assignments 25%
- Final Presentation 50%

Your final grade will be rewarded as follows.

| | | | |
|----|---------|----|-------|
| A | 100% | to | 93.5% |
| A- | < 93.5% | to | 89.5% |
| B+ | < 89.5% | to | 86.5% |
| B | < 86.5% | to | 83.5% |
| B- | < 83.5% | to | 79.5% |
| C+ | < 79.5% | to | 76.5% |

| | | | |
|----|---------|----|-------|
| C | < 76.5% | to | 73.5% |
| C- | < 73.5% | to | 69.5% |
| D+ | < 69.5% | to | 66.5% |
| D | < 66.5% | to | 63.5% |
| D- | < 63.5% | to | 59.5% |
| E | < 59.5% | to | 0% |

UNIVERSITY POLICIES

University Policy on Accommodating Students with Disabilities

Students requesting accommodation for disabilities must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drc/>). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

Students with Disabilities who may need accommodations in this class are encouraged to notify the instructor and contact the Disability Resource Center (DRC) so that reasonable accommodations may be implemented. DRC is located in room 001 in Reid Hall or you can contact them by phone at 352-392-8565.

Netiquette: Communication Courtesy

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. <http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>

Class Demeanor

Mastery in this class requires preparation, passion, and professionalism. Students are expected, within the requirements allowed by university policy, to attend class, be on time, and meet all deadlines. Work assigned in advance of class should be completed as directed. Full participation in online and live discussions, group projects, and small group activities is expected.

My role as instructor is to identify critical issues related to the course, direct you and teach relevant information, assign appropriate learning activities, create opportunities for assessing your performance, and communicate the outcomes of such assessments in a timely, informative, and professional way. Feedback is essential for you to have confidence that you have mastered the material and for me to determine that you are meeting all course requirements.

At all times it is expected you will welcome and respond professionally to assessment feedback, that you will treat your fellow students and me with respect, and that you will contribute to the success of the class as best as you can.

Other Resources

Other are available at <http://www.distance.ufl.edu/> getting-help for:

- Counseling and Wellness resources
 - <http://www.counseling.ufl.edu/cwc/> 352-392-1575

- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

Should you have any complaints with your experience in this course please contact your program director and/or student support coordinator at distancesupport@jou.ufl.edu or visit <http://www.distance.ufl.edu/student-complaints> to submit a complaint.

Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester. Students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>

University Policy on Academic Misconduct

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>.

The University of Florida Honor Code was voted on and passed by the Student Body in the fall 1995 semester. The Honor Code reads as follows:

The Honor Pledge: *We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Student Honor Code. On all work submitted for credit by Students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."*

For more information about academic honesty, contact Student Judicial Affairs, P202 Peabody Hall, 352-392-1261.

Academic Honesty

All graduate students in the College of Journalism and Communications are expected to conduct themselves with the highest degree of integrity. It is the students' responsibility to ensure that they know and understand the requirements of every assignment. At a minimum, this includes avoiding the following:

Plagiarism: Plagiarism occurs when an individual presents the ideas or expressions of another as his or her own. Students must always credit others' ideas with accurate citations and must use quotation marks and citations when presenting the words of others. A thorough understanding of plagiarism is a precondition for admittance to graduate studies in the college.

Cheating: Cheating occurs when a student circumvents or ignores the rules that govern an academic assignment such as an exam or class paper. It can include using notes, in physical or electronic form, in an exam, submitting the work of another as one's own, or reusing a paper a student has composed for one class in another class. If a student is not sure about the rules that govern an assignment, it is the student's responsibility to ask for clarification from his instructor.

Misrepresenting Research Data: The integrity of data in mass communication research is a paramount issue for advancing knowledge and the credibility of our professions. For this reason

any intentional misrepresentation of data, or misrepresentation of the conditions or circumstances of data collection, is considered a violation of academic integrity. Misrepresenting data is a clear violation of the rules and requirements of academic integrity and honesty.

Any violation of the above stated conditions is grounds for immediate dismissal from the program and will result in revocation of the degree if the degree previously has been awarded.

Students are expected to adhere to the University of Florida Code of Conduct

<https://www.dso.ufl.edu/%20sccr/process/student-conduct-honor-code>

If you have additional questions, please refer to the Online Graduate Program Student Handbook you received when you were admitted into the Program.

COURSE & ASSIGNMENT DETAILS

Weekly Lectures

The Instructor will post a lecture video to Canvas each Monday by 7 p.m. EST. These videos will vary in length depending on the material. It is your responsibility to watch each of the videos.

There will also be multiple live lectures. These give you the chance to ask questions directly to the instructor and/or guest lecturer. If you are unable to participate in these lectures there will be the opportunity to catch up by watching recordings. However, you are expected to do all you can to participate live. The aim for this interaction is to provide you with more skills and ideas for your assignments and final project.

Although it is possible to watch the pre-recorded video lectures at any time and at any pace, it is imperative to keep up with the videos week to week according to the schedule posted.

Assignment Details

Assignment 1 Details

In 800 words or less, draft a narrative on your current personal level of political engagement. Have you ever worked on or volunteered for a political campaign? Have you ever attended a political rally? If so, what was the environment like at the event?

Please submit via Canvas by Sunday following the Monday lecture at 11:59 PM.

Assignment 1 Rubric

| Assignment Rubric    | | | |
|---|---------------------------|------------------------|---------------------|
| Criteria | Ratings | | Pts |
| Subject Mastery Student demonstrates proficient understanding of subject matter | 40.0 pts Full Marks | 0.0 pts No Marks | 40.0 pts |
| Critical Thinking Student is able to apply relevant information from outside sources (lectures, current events, discussion posts, readings) | 30.0 pts Full Marks | 0.0 pts No Marks | 30.0 pts |
| Quality and Organization of Content Student effort is apparent and satisfactory. Assignment is easy to follow. | 30.0 pts Full Marks | 0.0 pts No Marks | 30.0 pts |
| | | | Total Points: 100.0 |

Discussion 1 Rubric

| Discussion Rubric    | | | |
|--|-------------------------|----------------------|-------------------|
| Criteria | Ratings | | Pts |
| Participation in main post Student posts a well articulated response to the main weekly discussion | 30 pts Full Marks | 0 pts No Marks | 30 pts |
| Peer responses Student responds to peers posts with comments or questions to further the discussion | 30 pts Full Marks | 0 pts No Marks | 30 pts |
| Quality Posts are well written and provide a meaningful contribution to discussions | 20 pts Full Marks | 0 pts No Marks | 20 pts |
| Etiquette Posts show a respect and understanding for differing opinons | 20 pts Full Marks | 0 pts No Marks | 20 pts |
| | | | Total Points: 100 |

Assignment 2 Details

Develop a donor profile based on the parameters given during the course lecture and the two methods introduced in the first two chapters of *Influence*. Throughout this course we will discuss the motivations for political engagement and contributing. The profile you create here will be used for other assignments as we advance through the semester.

For example- What is the sex of your donor? How old is your donor? Where in the country do they live? What is their level of education? Do they own a home or rent? Do they have children? If yes, how many and how old? What is their employment status? What are their hobbies? Do they have a history of contributing money?

Please submit via Canvas on Sunday following the Monday lecture at 11:59 PM.

Assignment 2 Rubric

| Assignment Rubric    | | | |
|---|---------------------------|------------------------|---------------------|
| Criteria | Ratings | | Pts |
| Subject Mastery Student demonstrates proficient understanding of subject matter | 40.0 pts Full Marks | 0.0 pts No Marks | 40.0 pts |
| Critical Thinking Student is able to apply relevant information from outside sources (lectures, current events, discussion posts, readings) | 30.0 pts Full Marks | 0.0 pts No Marks | 30.0 pts |
| Quality and Organization of Content Student effort is apparent and satisfactory. Assignment is easy to follow. | 30.0 pts Full Marks | 0.0 pts No Marks | 30.0 pts |
| | | | Total Points: 100.0 |

Discussion 2 Rubric

| Discussion Rubric    | | | |
|--|-------------------------|----------------------|-------------------|
| Criteria | Ratings | | Pts |
| Participation in main post Student posts a well articulated response to the main weekly discussion | 30 pts Full Marks | 0 pts No Marks | 30 pts |
| Peer responses Student responds to peers posts with comments or questions to further the discussion | 30 pts Full Marks | 0 pts No Marks | 30 pts |
| Quality Posts are well written and provide a meaningful contribution to discussions | 20 pts Full Marks | 0 pts No Marks | 20 pts |
| Etiquette Posts show a respect and understanding for differing opinons | 20 pts Full Marks | 0 pts No Marks | 20 pts |
| | | | Total Points: 100 |

Assignment 3 Details

Write a fundraising email to convert the donor you developed in Week 2 into a \$25 donor.

During the lecture this week we will discuss the methods and practices that go into an effective fundraising solicitation. We will cover what you need to do and what you should avoid in your email appeal. How short or how long should the email be?

Please submit via Canvas on Sunday following the Monday lecture at 11:59 PM.

Assignment 3 Rubric

| Assignment Rubric | | | |
|--|------------|----------|---------------------|
| Criteria | Ratings | | Pts |
| | Full Marks | No Marks | |
| Subject Mastery Student demonstrates proficient understanding of subject matter | 40.0 pts | 0.0 pts | 40.0 pts |
| Critical Thinking Student is able to apply relevant information from outside sources (lectures, current events, discussion posts, readings) | 30.0 pts | 0.0 pts | 30.0 pts |
| Quality and Organization of Content Student effort is apparent and satisfactory. Assignment is easy to follow. | 30.0 pts | 0.0 pts | 30.0 pts |
| | | | Total Points: 100.0 |

Discussion 3 Rubric

| Discussion Rubric | | | |
|--|------------|----------|-------------------|
| Criteria | Ratings | | Pts |
| | Full Marks | No Marks | |
| Participation in main post Student posts a well articulated response to the main weekly discussion | 30 pts | 0 pts | 30 pts |
| Peer responses Student responds to peers posts with comments or questions to further the discussion | 30 pts | 0 pts | 30 pts |
| Quality Posts are well written and provide a meaningful contribution to discussions | 20 pts | 0 pts | 20 pts |
| Etiquette Posts show a respect and understanding for differing opinions | 20 pts | 0 pts | 20 pts |
| | | | Total Points: 100 |

Assignment 4 Details

Develop an email marketing plan based on the parameters given during the course lecture.

During this week's lecture we will discuss the steps that go into a marketing plan for both issue advocacy organizations and political campaigns. Planning how you will reach, and how many times you will contact, your subscribers is a critical approach to developing your organizations goals. Following this lecture you will be able to draft the beginning of a marketing plan, not just for fundraising, but also managing the expectations of engagement for your subscribers.

Please submit via Canvas on Sunday following the Monday lecture at 11:59 PM.

Assignment 4 Rubric

| Assignment Rubric    | | | |
|---|---------------------|------------------|---------------------|
| Criteria | Ratings | | Pts |
| | 40.0 pts Full Marks | 0.0 pts No Marks | |
| Subject Mastery Student demonstrates proficient understanding of subject matter | 40.0 pts Full Marks | 0.0 pts No Marks | 40.0 pts |
| Critical Thinking Student is able to apply relevant information from outside sources (lectures, current events, discussion posts, readings) | 30.0 pts Full Marks | 0.0 pts No Marks | 30.0 pts |
| Quality and Organization of Content Student effort is apparent and satisfactory. Assignment is easy to follow. | 30.0 pts Full Marks | 0.0 pts No Marks | 30.0 pts |
| | | | Total Points: 100.0 |

Discussion 4 Rubric

| Discussion Rubric    | | | |
|--|-------------------|----------------|-------------------|
| Criteria | Ratings | | Pts |
| | 30 pts Full Marks | 0 pts No Marks | |
| Participation in main post Student posts a well articulated response to the main weekly discussion | 30 pts Full Marks | 0 pts No Marks | 30 pts |
| Peer responses Student responds to peers posts with comments or questions to further the discussion | 30 pts Full Marks | 0 pts No Marks | 30 pts |
| Quality Posts are well written and provide a meaningful contribution to discussions | 20 pts Full Marks | 0 pts No Marks | 20 pts |
| Etiquette Posts show a respect and understanding for differing opinions | 20 pts Full Marks | 0 pts No Marks | 20 pts |
| | | | Total Points: 100 |

Assignment 5 Details

Create an email housefile budget based on the parameters given during the course lecture.

During this week's lecture we will discuss how to create a budget for your organizations subscribers as well as a budget for prospecting for new subscribers.

Please submit via Canvas on Sunday following the Monday lecture at 11:59 PM.

Assignment 5 Rubric

| Assignment Rubric    | | | |
|---|------------------------|---------------------|---------------------|
| Criteria | Ratings | | Pts |
| Subject Mastery Student demonstrates proficient understanding of subject matter | 40.0 pts Full Marks | 0.0 pts No Marks | 40.0 pts |
| Critical Thinking Student is able to apply relevant information from outside sources (lectures, current events, discussion posts, readings) | 30.0 pts Full Marks | 0.0 pts No Marks | 30.0 pts |
| Quality and Organization of Content Student effort is apparent and satisfactory. Assignment is easy to follow. | 30.0 pts Full Marks | 0.0 pts No Marks | 30.0 pts |
| | | | Total Points: 100.0 |

Discussion 5 Rubric

| Discussion Rubric    | | | |
|---|----------------------|-------------------|-------------------|
| Criteria | Ratings | | Pts |
| Participation in main post Student posts a well articulated response to the main weekly discussion | 30 pts Full Marks | 0 pts No Marks | 30 pts |
| Peer responses Student responds to peers posts with comments or questions to further the discussion | 30 pts Full Marks | 0 pts No Marks | 30 pts |
| Quality Posts are well written and provide a meaningful contribution to discussions | 20 pts Full Marks | 0 pts No Marks | 20 pts |
| Etiquette Posts show a respect and understanding for differing opinions | 20 pts Full Marks | 0 pts No Marks | 20 pts |
| | | | Total Points: 100 |

Assignment 6 Details

This week we will have a guest lecturer from Facebook to lead our discussion on social acquisition strategy.

Design a one-week ad campaign for Facebook with a goal to acquire emails for a candidate for political office.

Please submit via Canvas on Sunday following the Monday lecture at 11:59 PM.

Assignment 6 Rubric

| Assignment Rubric    | | | |
|---|------------------------|---------------------|---------------------|
| Criteria | Ratings | | Pts |
| Subject Mastery Student demonstrates proficient understanding of subject matter | 40.0 pts Full Marks | 0.0 pts No Marks | 40.0 pts |
| Critical Thinking Student is able to apply relevant information from outside sources (lectures, current events, discussion posts, readings) | 30.0 pts Full Marks | 0.0 pts No Marks | 30.0 pts |
| Quality and Organization of Content Student effort is apparent and satisfactory. Assignment is easy to follow. | 30.0 pts Full Marks | 0.0 pts No Marks | 30.0 pts |
| | | | Total Points: 100.0 |

Discussion 6 Rubric

| Discussion Rubric    | | | |
|--|----------------------|-------------------|-------------------|
| Criteria | Ratings | | Pts |
| Participation in main post Student posts a well articulated response to the main weekly discussion | 30 pts Full Marks | 0 pts No Marks | 30 pts |
| Peer responses Student responds to peers posts with comments or questions to further the discussion | 30 pts Full Marks | 0 pts No Marks | 30 pts |
| Quality Posts are well written and provide a meaningful contribution to discussions | 20 pts Full Marks | 0 pts No Marks | 20 pts |
| Etiquette Posts show a respect and understanding for differing opinons | 20 pts Full Marks | 0 pts No Marks | 20 pts |
| | | | Total Points: 100 |

Assignment 7 Details

Telling a good story and acquiring the rights data is only part of the process, you must understand what your data is telling you. This week we will take a deep dive into reports provided by an email system to ensure your program is running efficiently.

Analyze the data and submit a testing plan to increase the open rate of the email campaigns based on the data set provided to you during the lecture.

Please submit via Canvas on Sunday following the Monday lecture at 11:59 PM.

Assignment 7 Rubric

| Assignment Rubric    | | | |
|---|---------------------------|------------------------|---------------------|
| Criteria | Ratings | | Pts |
| Subject Mastery Student demonstrates proficient understanding of subject matter | 40.0 pts Full Marks | 0.0 pts No Marks | 40.0 pts |
| Critical Thinking Student is able to apply relevant information from outside sources (lectures, current events, discussion posts, readings) | 30.0 pts Full Marks | 0.0 pts No Marks | 30.0 pts |
| Quality and Organization of Content Student effort is apparent and satisfactory. Assignment is easy to follow. | 30.0 pts Full Marks | 0.0 pts No Marks | 30.0 pts |
| | | | Total Points: 100.0 |

Discussion 7 Rubric

| Discussion Rubric    | | | |
|--|-------------------------|----------------------|-------------------|
| Criteria | Ratings | | Pts |
| Participation in main post Student posts a well articulated response to the main weekly discussion | 30 pts Full Marks | 0 pts No Marks | 30 pts |
| Peer responses Student responds to peers posts with comments or questions to further the discussion | 30 pts Full Marks | 0 pts No Marks | 30 pts |
| Quality Posts are well written and provide a meaningful contribution to discussions | 20 pts Full Marks | 0 pts No Marks | 20 pts |
| Etiquette Posts show a respect and understanding for differing opinions | 20 pts Full Marks | 0 pts No Marks | 20 pts |
| | | | Total Points: 100 |

Assignment 8 Details

This week we will have a guest lecturer from Google to discuss how to use search and Google products to accomplish your mission.

Using resources provided by the guest lecturer, draft a narrative with a minimum of 800 words on how an issue advocacy organization can use digital advertising to increase exposure for their cause.

Please submit via Canvas on Sunday following the Monday lecture at 11:59 PM.

Assignment 8 Rubric

| Assignment Rubric    | | | |
|--|---------------------------|------------------------|---------------------|
| Criteria | Ratings | | Pts |
| Subject Mastery Student demonstrates proficient understanding of subject matter | 40.0 pts Full Marks | 0.0 pts No Marks | 40.0 pts |
| Critical Thinking Student is able to apply relevant information from outside sources (lectures, current events, discussion posts, readings) | 30.0 pts Full Marks | 0.0 pts No Marks | 30.0 pts |
| Quality and Organization of Content Student effort is apparent and satisfactory. Assignment is easy to follow. | 30.0 pts Full Marks | 0.0 pts No Marks | 30.0 pts |
| | | | Total Points: 100.0 |

Discussion 8 Rubric

| Discussion Rubric    | | | |
|--|-------------------------|----------------------|-------------------|
| Criteria | Ratings | | Pts |
| Participation in main post Student posts a well articulated response to the main weekly discussion | 30 pts Full Marks | 0 pts No Marks | 30 pts |
| Peer responses Student responds to peers posts with comments or questions to further the discussion | 30 pts Full Marks | 0 pts No Marks | 30 pts |
| Quality Posts are well written and provide a meaningful contribution to discussions | 20 pts Full Marks | 0 pts No Marks | 20 pts |
| Etiquette Posts show a respect and understanding for differing opinions | 20 pts Full Marks | 0 pts No Marks | 20 pts |
| | | | Total Points: 100 |

Assignment 9 Details

Understanding how individuals act over long periods of time will help establish a budgeting strategy to grow an organization. Determining the lifetime value of subscribers is a critical function within the budget process.

Using the information provided in the lecture, create a lifetime value report and a narrative on why investing in list growth is important for an organization.

Please submit via Canvas on Sunday following the Monday lecture at 11:59 PM.

Assignment 9 Rubric

| Assignment Rubric    | | | |
|--|---------------------------|------------------------|---------------------|
| Criteria | Ratings | | Pts |
| Subject Mastery Student demonstrates proficient understanding of subject matter | 40.0 pts Full Marks | 0.0 pts No Marks | 40.0 pts |
| Critical Thinking Student is able to apply relevant information from outside sources (lectures, current events, discussion posts, readings) | 30.0 pts Full Marks | 0.0 pts No Marks | 30.0 pts |
| Quality and Organization of Content Student effort is apparent and satisfactory. Assignment is easy to follow. | 30.0 pts Full Marks | 0.0 pts No Marks | 30.0 pts |
| | | | Total Points: 100.0 |

Discussion 9 Rubric

| Discussion Rubric    | | | |
|--|-------------------------|----------------------|-------------------|
| Criteria | Ratings | | Pts |
| Participation in main post Student posts a well articulated response to the main weekly discussion | 30 pts Full Marks | 0 pts No Marks | 30 pts |
| Peer responses Student responds to peers posts with comments or questions to further the discussion | 30 pts Full Marks | 0 pts No Marks | 30 pts |
| Quality Posts are well written and provide a meaningful contribution to discussions | 20 pts Full Marks | 0 pts No Marks | 20 pts |
| Etiquette Posts show a respect and understanding for differing opinions | 20 pts Full Marks | 0 pts No Marks | 20 pts |
| | | | Total Points: 100 |

Assignment 10 Details

This week we will discuss how to design conversions funnels to take signups to donors or volunteers. We will also cover how to get subscribers who have stopped responding to you to re-engage.

Write a three-email series to re-engage subscribers who have not opened an email in six to 12 months.

Please submit via Canvas on Sunday following the Monday lecture at 11:59 PM.

Assignment 10 Rubric

| Assignment Rubric    | | | |
|---|---------------------------|------------------------|---------------------|
| Criteria | Ratings | | Pts |
| Subject Mastery Student demonstrates proficient understanding of subject matter | 40.0 pts Full Marks | 0.0 pts No Marks | 40.0 pts |
| Critical Thinking Student is able to apply relevant information from outside sources (lectures, current events, discussion posts, readings) | 30.0 pts Full Marks | 0.0 pts No Marks | 30.0 pts |
| Quality and Organization of Content Student effort is apparent and satisfactory. Assignment is easy to follow. | 30.0 pts Full Marks | 0.0 pts No Marks | 30.0 pts |
| | | | Total Points: 100.0 |

Discussion 10 Rubric

| Discussion Rubric    | | | |
|--|-------------------------|----------------------|-------------------|
| Criteria | Ratings | | Pts |
| Participation in main post Student posts a well articulated response to the main weekly discussion | 30 pts Full Marks | 0 pts No Marks | 30 pts |
| Peer responses Student responds to peers posts with comments or questions to further the discussion | 30 pts Full Marks | 0 pts No Marks | 30 pts |
| Quality Posts are well written and provide a meaningful contribution to discussions | 20 pts Full Marks | 0 pts No Marks | 20 pts |
| Etiquette Posts show a respect and understanding for differing opinons | 20 pts Full Marks | 0 pts No Marks | 20 pts |
| | | | Total Points: 100 |

Assignment 11 Details

This week we will have a guest lecturer from Anedot, a leading political and non-profit fundraising platform to discuss how to design donation pages that get conversions.

Using resources provided by the guest lecturer, design a donation page that will convert your donor profile created earlier in the semester.

Please submit via Canvas on Sunday following the Monday lecture at 11:59 PM.

Assignment 11 Rubric

| Assignment Rubric    | | | |
|---|---------------------------|------------------------|---------------------|
| Criteria | Ratings | | Pts |
| Subject Mastery Student demonstrates proficient understanding of subject matter | 40.0 pts Full Marks | 0.0 pts No Marks | 40.0 pts |
| Critical Thinking Student is able to apply relevant information from outside sources (lectures, current events, discussion posts, readings) | 30.0 pts Full Marks | 0.0 pts No Marks | 30.0 pts |
| Quality and Organization of Content Student effort is apparent and satisfactory. Assignment is easy to follow. | 30.0 pts Full Marks | 0.0 pts No Marks | 30.0 pts |
| | | | Total Points: 100.0 |

Discussion 11 Rubric

| Discussion Rubric    | | | |
|--|-------------------------|----------------------|-------------------|
| Criteria | Ratings | | Pts |
| Participation in main post Student posts a well articulated response to the main weekly discussion | 30 pts Full Marks | 0 pts No Marks | 30 pts |
| Peer responses Student responds to peers posts with comments or questions to further the discussion | 30 pts Full Marks | 0 pts No Marks | 30 pts |
| Quality Posts are well written and provide a meaningful contribution to discussions | 20 pts Full Marks | 0 pts No Marks | 20 pts |
| Etiquette Posts show a respect and understanding for differing opinons | 20 pts Full Marks | 0 pts No Marks | 20 pts |
| | | | Total Points: 100 |

Assignment 12 Details

This week we will have a guest lecturer from Ucampaign, a leading political and non-profit app and text messaging firm.

Using resources provided by the guest lecturer, design a two-week long texting program. You will need to create a schedule of when text messages will be sent, write the messages, and design any creative that goes with the message.

Please submit via Canvas on Sunday following the Monday lecture at 11:59 PM.

Assignment 12 Rubric

| Assignment Rubric    | | | |
|---|---------------------------|------------------------|---------------------|
| Criteria | Ratings | | Pts |
| Subject Mastery Student demonstrates proficient understanding of subject matter | 40.0 pts Full Marks | 0.0 pts No Marks | 40.0 pts |
| Critical Thinking Student is able to apply relevant information from outside sources (lectures, current events, discussion posts, readings) | 30.0 pts Full Marks | 0.0 pts No Marks | 30.0 pts |
| Quality and Organization of Content Student effort is apparent and satisfactory. Assignment is easy to follow. | 30.0 pts Full Marks | 0.0 pts No Marks | 30.0 pts |
| | | | Total Points: 100.0 |

Discussion 12 Rubric

| Discussion Rubric    | | | |
|--|-------------------------|----------------------|-------------------|
| Criteria | Ratings | | Pts |
| Participation in main post Student posts a well articulated response to the main weekly discussion | 30 pts Full Marks | 0 pts No Marks | 30 pts |
| Peer responses Student responds to peers posts with comments or questions to further the discussion | 30 pts Full Marks | 0 pts No Marks | 30 pts |
| Quality Posts are well written and provide a meaningful contribution to discussions | 20 pts Full Marks | 0 pts No Marks | 20 pts |
| Etiquette Posts show a respect and understanding for differing opinions | 20 pts Full Marks | 0 pts No Marks | 20 pts |
| | | | Total Points: 100 |

Assignment 13 Details

As early voting gains in popularity with the American electorate, it is more important than ever to have a well thought-out persuasion and Get-Out-the-Vote (GOTV) plan in place. Winning campaigns reach voters through several forms of media, including mail, phones, email, digital ads, and/or text messaging during the final weeks.

Following this week's lecture the assignment is to design a one-week digital ad flight to persuade an absentee, vote-by-mail audience to submit their ballot for your candidate.

Please submit via Canvas on Sunday following the Monday lecture at 11:59 PM.

Assignment 13 Rubric

| Assignment Rubric    | | | |
|---|---------------------------|------------------------|---------------------|
| Criteria | Ratings | | Pts |
| Subject Mastery Student demonstrates proficient understanding of subject matter | 40.0 pts Full Marks | 0.0 pts No Marks | 40.0 pts |
| Critical Thinking Student is able to apply relevant information from outside sources (lectures, current events, discussion posts, readings) | 30.0 pts Full Marks | 0.0 pts No Marks | 30.0 pts |
| Quality and Organization of Content Student effort is apparent and satisfactory. Assignment is easy to follow. | 30.0 pts Full Marks | 0.0 pts No Marks | 30.0 pts |
| | | | Total Points: 100.0 |

Discussion 13 Rubric

| Discussion Rubric    | | | |
|--|-------------------------|----------------------|-------------------|
| Criteria | Ratings | | Pts |
| Participation in main post Student posts a well articulated response to the main weekly discussion | 30 pts Full Marks | 0 pts No Marks | 30 pts |
| Peer responses Student responds to peers posts with comments or questions to further the discussion | 30 pts Full Marks | 0 pts No Marks | 30 pts |
| Quality Posts are well written and provide a meaningful contribution to discussions | 20 pts Full Marks | 0 pts No Marks | 20 pts |
| Etiquette Posts show a respect and understanding for differing opinons | 20 pts Full Marks | 0 pts No Marks | 20 pts |
| | | | Total Points: 100 |

Assignment 14 Details

The majority of this course is spent on digital communications, but direct mail and telemarketing are still major components of both political and non-profit communication.

This week we will have a guest lecturer from The Lukens Company, a leading political and non-profit direct mail firm.

The assignment this week is to develop a six-week GOTV program using direct mail, telemarketing, email, social, and text messaging.

Please submit via Canvas on Sunday following the Monday lecture at 11:59 PM.

Assignment 14 Rubric

| Assignment Rubric | | | |
|---|------------------------|---------------------|---------------------|
| Criteria | Ratings | | Pts |
| Subject Mastery Student demonstrates proficient understanding of subject matter | 40.0 pts Full Marks | 0.0 pts No Marks | 40.0 pts |
| Critical Thinking Student is able to apply relevant information from outside sources (lectures, current events, discussion posts, readings) | 30.0 pts Full Marks | 0.0 pts No Marks | 30.0 pts |
| Quality and Organization of Content Student effort is apparent and satisfactory. Assignment is easy to follow. | 30.0 pts Full Marks | 0.0 pts No Marks | 30.0 pts |
| | | | Total Points: 100.0 |

Discussion 14 Rubric

| Discussion Rubric | | | |
|---|----------------------|-------------------|-------------------|
| Criteria | Ratings | | Pts |
| Participation in main post Student posts a well articulated response to the main weekly discussion | 30 pts Full Marks | 0 pts No Marks | 30 pts |
| Peer responses Student responds to peers posts with comments or questions to further the discussion | 30 pts Full Marks | 0 pts No Marks | 30 pts |
| Quality Posts are well written and provide a meaningful contribution to discussions | 20 pts Full Marks | 0 pts No Marks | 20 pts |
| Etiquette Posts show a respect and understanding for differing opinons | 20 pts Full Marks | 0 pts No Marks | 20 pts |
| | | | Total Points: 100 |

Final Project Details

The final project applies everything you have learned in this course. Gathering and presenting a thoughtful digital marketing plan is a large part of the job responsibility for a Marketing Strategist. This presentation will give the students a great piece to add to their portfolio.

Submit a plan for either an advocacy organization or political campaign which will demonstrate all the skills learned throughout the semester. The presentation can be submitted using PowerPoint or some other presentation tool. Students will use their knowledge of the budget process, donor psychology, and data collection methods to design an engagement program for their chosen organization.

- **Advocacy:**

You are the Marketing Director for an issue advocacy organization relating to the Second Amendment. This organization may be a staunch defender for the Second Amendment, which means they have no support for any “gun control” measures, or an organization who believes some measures are necessary for the safety of the American people.

Your organization has one million total members and an email list of 500,000 subscribers.

The marketing plan presented to the Executive Director of your organization should include a description of the average donor. Using learnings from the course lectures and the topics covered in the textbook you are expected to provide a detailed psychology of the donor and the best methods to acquire new donors as well as getting additional gifts from the current list.

You have been given an acquisition budget of \$500,000 to grow your subscriber list. You are expected to breakeven on that send in 12 months. The budget provided should include all methods of acquisition, spending, and how many subscribers will be acquired via each method.

The housefile budget should be created using the information provided and the subscribers acquired via prospecting.

Utilizing learnings from lectures, discussions, and assignments present a schedule of email, advertising and text message campaigns being sent for one quarter. These campaigns should include creative for fundraising, engagement, and for actions.

You must provide a minimum of three emails, three advertising campaigns and five text messages based on your schedule.

Design a donation page, including, call-to-action text, ask amounts, and background image. A detailed explanation should accompany to donation page, outlining the reason you chose each element on the donation page.

Using analytics averages discussed in lectures and weekly assignments, provide a detailed report of all the campaigns in the one quarter schedule.

- Political Campaign:

You are the Digital Director for candidate for Governor. Your candidate has won the primary for either the Republican or Democrats in their state. In either case your candidate has never run for elective office but has been an industry leader for more than 20 years. The candidate is running for an open seat that was held for eight years by the opposite party.

You must design a marketing program from the ground up. You have a budget of \$2.5 million and five months before Election Day.

The budget provided should include all methods of acquisition, spending, and how many subscribers will be acquired via each method.

The housefile budget should be created using the information provided and the subscribers acquired via prospecting.

Utilizing learnings from lectures, discussions, and assignments present a schedule of email, advertising and text message campaigns being sent for one quarter. These campaigns should include creative for fundraising, volunteer recruitment, and GOTV.

You must provide a minimum of three emails, three advertising campaigns and five text messages based on your schedule.

Design a donation page, including, call-to-action text, ask amounts, and background image. A detailed explanation should accompany to donation page, outlining the reason you chose each element on the donation page.

Using analytics averages discussed in lectures and weekly assignments, provide a detailed report of all the campaigns in the one quarter schedule.

Final Project Rubric

| Assignment Rubric    | | | |
|--|---------------------------|------------------------|---------------------|
| Criteria | Ratings | | Pts |
| Subject Mastery Student demonstrates proficient understanding of subject matter | 40.0 pts Full Marks | 0.0 pts No Marks | 40.0 pts |
| Critical Thinking Student is able to apply relevant information from outside sources (lectures, current events, discussion posts, readings) | 30.0 pts Full Marks | 0.0 pts No Marks | 30.0 pts |
| Quality and Organization of Content Student effort is apparent and satisfactory. Assignment is easy to follow. | 30.0 pts Full Marks | 0.0 pts No Marks | 30.0 pts |
| | | | Total Points: 100.0 |

COURSE SCHEDULE

COURSE SCHEDULE

Week 1 – What is Political Engagement (1/7-1/13)

Learning Objectives

- Understand the forms of political engagement
- Why engagement is key to the success of a candidate or organization

Watch

- Course classroom (Zoom link)
- Recording of the lecture will be found here, if you miss live lecture

Required Readings

- Pew Research Center, June, 2014, “Political Polarization in the American Public” Overview and Section 5: Political Engagement and Activism.

Assignments

- Discussion due 11:59pm Thursday
- Assignment 1 due 11:59pm Friday

Week 2 – Understanding Your Market (1/14-1/20)

Learning Objectives

- Understand the psychological aspects of acquiring and converts engaged supporters

Watch:

- Course classroom (Zoom link)
- Recording of the lecture will be found here, if you miss live lecture

Required Readings:

- Cialdini, Robert B. PH.D. “Influence: The Psychology of Persuasion.” Chapters 1 & 2.
- Pew Research Center, June, 2014, “Political Polarization in the American Public” Section 3.

Assignments

- Discussion due 11:59pm Thursday
- Assignment 2 due 11:59pm Sunday

Week 3 – The Art of Story Telling (1/21-1/27)

Learning Objectives

- Write effective fundraising email copy
- Understand how to use a story to get your audience to take action

Watch:

- Course classroom (Zoom link)
- Recording of the lecture will be found here, if you miss live lecture

Required Readings:

- Cialdini, Robert B. PH.D. "Influence: The Psychology of Persuasion." Chapters 3 & 4.

Assignments

- Discussion due 11:59pm Thursday
- Assignment 3 due 11:59pm Sunday

Week 4 – Starting an Email Program (1/28-2/3)

Learning Objectives

- Design an email marketing plan
- Create an email schedule

Watch:

- Course classroom (Zoom link)
- Recording of the lecture will be found here, if you miss live lecture

Assignments

- Discussion due 11:59pm Thursday
- Assignment 4 due 11:59pm Sunday

Week 5 – Budgeting for Fundraising (2/4-2/10)

Learning Objectives

- Build a budget for fundraising

Watch:

- Course classroom (Zoom link)
- Recording of the lecture will be found here, if you miss live lecture

Assignments

- Discussion due 11:59pm Thursday
- Assignment 5 due 11:59pm Sunday

Week 6 – Building Your List (Prospecting) (2/11-2/17)

Learning Objectives

- Design a social media acquisition strategy
- Understand the value of an email

Watch:

- Course classroom (Zoom link)
- Guest Lecturer from Facebook (Zoom link)
- Recording of the lecture will be found here, if you miss live lecture

Assignments

- Discussion due 11:59pm Thursday

- Assignment 6 due 11:59pm Sunday

Week 7 – The Science of Fundraising Part 1 (2/18-2/24)

Learning Objectives

- Understand how to make the email data work for your goals
- Develop a sound testing strategy

Watch:

- Course classroom (Zoom link)
- Recording of the lecture will be found here, if you miss live lecture

Assignments

- Discussion due 11:59pm Thursday
- Assignment 6 due 11:59pm Sunday

Week 8 – The Science of Fundraising Part 2 (2/25-3/3)

Learning Objectives

- Understand how to use search to your advantage
- Practice using Google Analytics tools

Watch:

- Course classroom (Zoom link)
- Guest Lecturer from Google (Zoom link)
- Recording of the lecture will be found here, if you miss live lecture

Assignments

- Discussion due 11:59pm Thursday
- Assignment 8 due 11:59pm Sunday

Week 9 – The Science of Fundraising Part 3 (3/11-3/17)

Learning Objectives

- Interpret what the numbers are telling you
- Present numbers to your superiors
- Determine the lifetime value of an email

Watch:

- Course classroom (Zoom link)
- Recording of the lecture will be found here, if you miss live lecture

Assignments

- Discussion due 11:59pm Thursday
- Assignment 9 due 11:59pm Sunday

Week 10 – Converting Your List (3/18-3/24)

Learning Objectives

- Develop conversion funnel
- Design a re-engagement program

Watch:

- Course classroom (Zoom link)
- Recording of the lecture will be found here, if you miss live lecture

Required Readings:

- Cialdini, Robert B. PH.D. “Influence: The Psychology of Persuasion.” Chapters 5 & 6.

Assignments

- Discussion due 11:59pm Thursday
- Assignment 10 due 11:59pm Sunday

Week 11 – Design and Optimize (3/25-3/31)

Learning Objectives

- Design an email for engagement
- Design a donation page for conversion

Watch:

- Course classroom (Zoom link)
- Guest Lecturer from Anedot (Zoom link)
- Recording of the lecture will be found here, if you miss live lecture

Required Readings:

- Cialdini, Robert B. PH.D. “Influence: The Psychology of Persuasion.” Chapter 7.

Assignments

- Discussion due 11:59pm Thursday
- Assignment 11 due 11:59pm Sunday

Week 12 – App and Text Message Engagement (4/1-4/7)

Learning Objectives

- Effectively blend app’s and text messaging into your engagement strategy

Watch:

- Course classroom (Zoom link)
- Guest Lecturer from Ucampaign (Zoom link)
- Recording of the lecture will be found here, if you miss live lecture

Assignments

- Discussion due 11:59pm Thursday
- Assignment 12 due 11:59pm Sunday

Week 13 – Persuasion and GOTV (4/8-4/14)

Learning Objectives

- Design an online strategy to vote for or against a candidate or cause

Watch:

- Course classroom (Zoom link)
- Recording of the lecture will be found here, if you miss live lecture

Assignments

- Discussion due 11:59pm Thursday
- Assignment 13 due 11:59pm Sunday

Week 14 – Direct Mail and Telemarketing (4/15-4/21)

Learning Objectives

- Understand the other components of political engagement

Watch:

- Course classroom (Zoom link)
- Guest Lecturer from The Lukens Company (Zoom link)
- Recording of the lecture will be found here, if you miss live lecture

Assignments

- Discussion due 11:59pm Thursday
- Assignment 14 due 11:59pm Sunday

Week 15 – Live Discussion of Final Project (4/22-4/28)

Learning Objectives

- Understanding of requirements for final project

Watch:

- Course classroom (Zoom link)
- Recording of the lecture will be found here, if you miss live lecture

Assignments

- Begin Final Project

Week 16 – Events (4/29-5/3)

Learning Objectives

- How to drive attendance to an event
- Capitalizing on the event attendees

Watch:

- Course classroom (Zoom link)
- Recording of the lecture will be found here, if you miss live lecture

Assignments

- Final Project due 11:59pm Sunday

ASSIGNMENTS

| Assignment | Due Date | % of Grade or # of Points |
|--------------------|--|---------------------------|
| Week 1 Discussion | Thursday, January 10 th 11:59 p.m. | 1.78% |
| Week 1 Assignment | Sunday, January 13 th 11:59 p.m. | 1.79% |
| Week 2 Discussion | Thursday, January 17 th 11:59 p.m. | 1.78% |
| Week 2 Assignment | Sunday, January 20 th 11:59 p.m. | 1.79% |
| Week 3 Discussion | Thursday, January 24 th 11:59 p.m. | 1.78% |
| Week 3 Assignment | Sunday, January 27 th 11:59 p.m. | 1.79% |
| Week 4 Discussion | Thursday, January 31 st 11:59 p.m. | 1.78% |
| Week 4 Assignment | Sunday, February 3 rd 11:59 p.m. | 1.79% |
| Week 5 Discussion | Thursday, February 7 th 11:59 p.m. | 1.78% |
| Week 5 Assignment | Sunday, February 10 th 11:59 p.m. | 1.79% |
| Week 6 Discussion | Thursday, February 14 th 11:59 p.m. | 1.78% |
| Week 6 Assignment | Sunday, February 17 th 11:59 p.m. | 1.79% |
| Week 7 Discussion | Thursday, February 21 st 11:59 p.m. | 1.78% |
| Week 7 Assignment | Sunday, February 24 th 11:59 p.m. | 1.79% |
| Week 8 Discussion | Thursday, February 28 th 11:59 p.m. | 1.78% |
| Week 8 Assignment | Sunday, March 3 rd 11:59 p.m. | 1.79% |
| Week 9 Discussion | Thursday, March 14 th 11:59 p.m. | 1.78% |
| Week 9 Assignment | Sunday, March 17 th 11:59 p.m. | 1.79% |
| Week 10 Discussion | Thursday, March 21 st 11:59 p.m. | 1.78% |
| Week 10 Assignment | Sunday, March 24 th 11:59 p.m. | 1.79% |
| Week 11 Discussion | Thursday, March 28 th 11:59 p.m. | 1.78% |
| Week 11 Assignment | Sunday, March 31 st 11:59 p.m. | 1.79% |
| Week 12 Discussion | Thursday, April 4 th 11:59 p.m. | 1.78% |
| Week 12 Assignment | Sunday, April 7 th 11:59 p.m. | 1.79% |
| Week 13 Discussion | Thursday, April 11 th 11:59 p.m. | 1.79% |
| Week 13 Assignment | Sunday, April 14 th 11:59 p.m. | 1.79% |
| Week 14 Discussion | Thursday, April 18 th 11:59 p.m. | 1.79% |
| Week 14 Assignment | Sunday, April 21 st 11:59 p.m. | 1.79% |
| Final Project | Friday, May 3 rd 11:59 p.m. | 50% |
| | Total | 100% |

Syllabus Page in Canvas: (include link here)