

# Introduction to Digital Political Campaigning

## Instructor

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## Contact

Contact me anytime via email and I will respond within 24 hours, usually way prior. Please don't use Canvas conversation function - email me directly.

## Instructor Bio (About Me):

I am based in the Washington, DC area and my firm specializes in creative public relations and political strategies. I am also happy to serve as an adjunct faculty member at the University of Florida College of Journalism and Communications, teaching graduate and undergraduate courses.

Prior to forming my firm, I served as a press secretary and legislative aide to Senator Paula Hawkins (FL), Congressman Dan Mica (FL), and Congressman Don Ritter (PA).

My firm has provided public relations and political counsel to a number of candidates, trade associations, public interest groups, and leading private firms and organizations.

I have a master's degree from Harvard University and am an alumnus of Harvard's Kennedy School of Government. And, I am a proud Gator, having received my BS in Journalism/Public Relations (minor in political science) at UF.

## Course Website and Login

Your course is on Canvas (UF e-Learning). Go to <http://lss.at.ufl.edu>. Click the blue e-Learning button. Login with your GatorLink account. Your course will be in the Courses menu on the left navigation. You might have to click All Courses at the bottom depending on how many courses you have taken at UF.

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

## Course Description:

This class will serve as an introduction to the cutting edge and growing field of digital political campaigning. Students will be provided with a foundation on which to build as they move through the Master's in Political Communication curriculum. The class will present an overview of the skills and tactics necessary to develop and implement digital strategies for success in today's political environment.

Digital technology has challenged and significantly changed traditional campaign models. Students will be provided an overview of the emerging technologies that are now integral to political campaigns. The course will cover a wide range of issues related to technology's impact on political campaigns and advocacy, including:

- social media, social networks and online advocacy;
- email marketing providers, strategies, and programs;
- websites, content/branding, and SEO (search engine optimization);
- digital media coverage;
- online fundraising, petitions, and surveys;
- digital advertising;
- data providers and data collection for audience/voter analytics and targeting and organizing volunteers;
- what digital political marketing does and doesn't replace vis-a-vis traditional political campaigning;
- working with other political actors (trade associations, lobbyists, special interest groups), allies and supporters; and
- an analysis of the 2016 presidential campaign.

With digital strategies being such a crucial component of contemporary political campaigns, all candidates – local, state or national – need to connect with voters through these new strategies and communication channels. Digital strategies for political campaigns have made it easier to reach targeted audiences at a fraction of both the time and the cost of traditional marketing methods. An abundance of data about voters is available, but *how* it is used will determine the success of the campaign.

## Course Objectives:

By the end of this course, students will:

- Implement key components of a digital political campaign/strategy for a candidate or organization, and describe what digital political marketing does and doesn't replace regarding traditional political campaigning
- Select and utilize most effective email providers and programs – pros and cons and relevant options for a candidate or organization
- Create engaging content for Facebook, Twitter, Instagram, LinkedIn, Pinterest, YouTube and additional niche social networks, as well as other forms of online advocacy
- Coordinate website content and design, branding, and SEO
- Achieve optimal digital media coverage (and traditional media coverage online)
- Conduct digital advertising, online fundraising, petitions, and surveys
- Employ most effective database providers and collect other data for audience/voter analytics and targeting and organizing volunteers
- Work with other aligned groups and supporters

## Course Expectations/Teaching Philosophy:

Success in any online course requires proactively staying on top of assignments, readings, and other activities. It requires self-discipline and excellent study and work habits. This course will contain weekly assignments, including discussion/short essays, quizzes, writing assignments, projects, and exam. When in doubt, please don't hesitate to ask me.

## Ownership Education:

As graduate students and communication professionals, 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. So, I am expecting students to complete work with a high degree of effort and ON TIME.

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 and I 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 me responding back to just one student which limits the rest of the class from gaining this knowledge.

## Required Text:

Because of the fast-moving nature of the political communications field, readings will include current and relevant articles by practitioners, academics and communication experts. The course will also include topical and informative videos and other presentations.

## Prerequisite knowledge and skills:

Being an introductory course, there are no prerequisites. A solid foundation, either through academic or work experience, in political science, public affairs, social media and (traditional) media relations is recommended and desired.

## Course Policies:

### Attendance Policy:

Because this is an online, asynchronously delivered course, attendance in the form of calling roll will not occur; however, students are expected to sign onto the course site at least once each day, Monday - Friday, to check for course updates in the announcements and discussion sections of the site.

### Late Work and Make-up Policy:

Deadlines are critical to this class. All work is due on or before the due date and no extensions – don't ask. (*Extensions for deadlines will only be for pre-approved emergencies - see below*)

**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. Students may email attachments or 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.

**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. Your academic advisor is Tiffany Robbert, and she may be reached at [trobbert@jou.ufl.edu](mailto:trobbert@jou.ufl.edu) .

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, quizzes, etc. will be submitted electronically through Canvas.

### Deadlines:

This class, like others, involves deadlines. Here is a reminder. The new module week starts on Monday morning and closes at 8 p.m. on Sunday. Deadlines include:

Discussion posts:

Initial Post/Short Essay -	Thurs. 8 p.m.
Responses to two classmates -	Sun. 8 p.m.

Quizzes, Exams, Projects and other assignments: Sun. 8 p.m.

### Grading:

Your work will be evaluated according to the following distribution:

The Introduction to Digital Political Campaigning course will include:

1. Quizzes - 25 percent
2. Discussion Posts/Short Essays - 50 percent
3. Projects and blog writing assignment - 25 percent

The final grade will be awarded as follows:

A	100%	to	93%
A-	< 93%	to	90%
B+	< 90%	to	87%
B	< 87%	to	83%
B-	< 83%	to	80%
C+	< 80%	to	77%
C	< 77%	to	73%
C-	< 73%	to	70%
D+	< 70%	to	67%
D	< 67%	to	63%
D-	< 63%	to	60%
F	< 60%	to	0%

Current UF grading policies for assigning grade points: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

## Course and Assignment Details

### Weekly Lectures:

A lecture video will be posted for the 12 weeks of the course, along with an introduction to course topics and syllabus video. These videos will vary in length depending on the material. It is your responsibility to watch each of the videos.

Although it is possible to watch the pre-recorded video lectures at any time and at any pace, keeping up with the videos week to week according to the schedule will be easier as many build off the other along with the weekly readings.

### Assignment Details:

#### Discussions:

Discussion Boards are a key part of this online course. Review all module content prior to posting. Then familiarize yourself with the discussion board scenario/question and post your initial discussion item. You are also required to read all classmate posts and comment on a minimum of two (per discussion assignment). You must submit your initial post (500 words) before you respond to your classmates' contributions. Take time to ensure your post is complete for submission before you officially post.

Discussion Boards will be graded on the following criteria:

Content, Contribution of Original Thought, Connection to Course Material, and Spelling and Grammar.

Deadline: First post (addressing the instructor posed questions) is to be submitted by THURSDAY at 8 p.m. (ET) and the minimum two meaningful responses are to be submitted before SUNDAY at 8 p.m. (ET).

#### Discussions Grading Rubric:

Discussion Board Rubric					
Criteria	Ratings				Pts
Content	Post is appropriate length and information clearly relates to the main topic. Includes supporting links and/or appropriate examples.	Post is appropriate length, but ideas developed for discussion are minimal or vaguely developed. Information marginally relates to the main topic. No links and/or examples are given.	Post is short, does not address topic, and/or does not develop ideas.	No Marks	20 pts
	20 pts	13 pts	5 pts	0 pts	

<b>Contribution of original thought</b>	Contribution is thoughtful, analytical, and original. 20 pts	Contribution shows adequate evidence of original thought, but lacks real insight or analysis. 13 pts	Contribution relies on others' posts or lacks original insight into/ shows little understanding of the questions asked. 5 pts	No Marks 0 pts	
<b>Post connects to course material</b>	Author makes connections between course content and personal reflection, current events, etc. 20 pts	Author makes some connections between course content and personal reflection or current events, but connections are not sufficient or clearly explained. 13 pts	Author does not connect course content to personal reflection or current events. 5 pts	No Marks 0 pts	
<b>Spelling and grammar</b>	Precise syntax and superior usage of grammar, punctuation and spelling result in a coherent and intelligible response. 20 pts	Syntax is clear and the relatively few grammar, punctuation or spelling errors do not impeded understanding. 13 pts	Syntax is sometimes garbled and errors in grammar, punctuation and spelling disrupt understanding. 5 pts	No Marks 0 pts	
<b>Reply #1</b>	Author provides a clear, respectful reply and critique using proper spelling and grammar. Author adds to the comments of the classmate by elaborating on and/or extending his or her classmate's post (with examples and reasons) or offering an alternative viewpoint to the classmate 10 pts	Author provides a respectful reply but does not build upon the classmate's post and/or an element of the reply is unclear/poorly communicated. 5 pts	Short reply that does not add anything new to the discussion, and/or provides a disrespectful reply that is more attacking than critiquing the classmate's idea. 1 pt	No Marks 0 pts	
<b>Reply #2</b>	Author provides a clear, respectful reply and critique using proper spelling and grammar. Author adds to the comments of the classmate by elaborating on and/or extending his or her classmate's post (with examples and reasons) or offering an alternative viewpoint to the classmate. 10 pts	Author provides a respectful reply but does not build upon the classmate's post and/or an element of the reply is unclear/poorly communicated. 5 pts	Short reply that does not add anything new to the discussion, and/or provides a disrespectful reply that is more attacking than critiquing the classmate's idea. 1 pt	No Marks 0 pts	
<b>Total Points: 100</b>					

**Blog/Op-Ed Writing Assignment:** Writing assignment is due SUNDAY 8 p.m. (ET) on week of the module. It will be graded on the following criteria: Topic, Presentation, Writing, and Research & Sourcing. **Writing Assignments Grading Rubric:**

<b>Criteria</b>	<b>Excellent</b>	<b>Good</b>	<b>Less than satisfactory</b>	<b>Points</b>
<b>Topic</b>	Assignment describes, contextualizes, and conceptualizes topic and subject matter in an excellent manner. 25 pts	Assignment adequately covers topic and subject matter but lacks depth and insight. 13 pts	Assignment information inadequately covers and misses the point of topic and subject matter. 5 pts	<b>25 points</b>
<b>Presentation</b>	Message is engaging, compelling, attention getting, comprehensive and easily understandable. The presentation follows style and formatting instructions in lecture PDFs, writing samples, videos and readings. Presents ideas, thoughts, and concepts in a cogent and organized manner. 25 pts	Message made an adequate presentation, but additional effort is needed to make the work more compelling, attention getting and engaging. Piece has some style and formatting issues and needs tighter organization and structure. 13 pts	Presentation is not compelling, attention getting or engaging. It has many style and formatting issues and concepts and ideas are presented in a disorganized and incoherent manner. 5 pts	<b>25 points</b>
<b>Writing</b>	Assignment contains excellent grammar, spelling, punctuation and syntax. Includes descriptive and persuasive language. Piece is factually accurate and utilizes AP style. Ideas, thoughts, and messages are superbly conveyed in the written word. Lead includes the five Ws. 25 pts	Syntax is clear and the relatively few grammar, punctuation, or spelling errors to not impede understanding. Lead is adequate, but piece has some AP style issues. 13 pts	Syntax is sometimes garbled and errors in grammar, punctuation and spelling disrupt understanding. Piece has numerous AP style errors and lead is unclear and uninteresting. 5 pts	<b>25 points</b>
<b>Research &amp; Sourcing</b>	Assignment demonstrates excellent research and sourcing, and provides attribution and links to websites and other sources when needed. 25 pts	Assignment demonstrates adequate research and sourcing, but additional attribution may be needed. Links to websites and other sources are provided in an adequate manner. 13 pts	Adequate research, sourcing, attribution is minimal or missing. No links to website and other sources are provided. 5 pts	<b>25 points</b>
<b>Total points</b>				<b>100</b>

## Quizzes:

Quizzes will be on lectures, readings, and videos; and are to be completed by 8 p.m. (ET) Sunday on the week of the module.

## Projects:

Projects are due by 8 p.m. (ET) on Sunday and will include:

- Google Data Analytics Certification
- Hootsuite Platform Certification & Social Marketing Training
- Lynda Mobile Marketing Strategy Certification
- Creating a wordpress.com or sway.com account to post the op-ed blog writing assignment

## 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](mailto: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 <http://www.dso.ufl.edu/students.php>

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:

Preamble: In adopting this Honor Code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the University community. Students who enroll at the University commit to holding themselves and their peers to the high standard of honor required by the Honor Code. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action. A student-run Honor Court and faculty support are crucial to the success of the Honor Code. The quality of a University of Florida education is dependent upon the community acceptance and enforcement of the Honor Code.

The Honor Code: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."

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/sccr/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.

# Schedule

## Course Schedule:

### Week One: Introduction to Digital Campaigning and Course Overview

#### Learning Objectives:

- Recall key components of a digital political campaign
- Describe what digital political marketing does and doesn't replace regarding traditional political campaigning

#### Watch:

- Lecture
- YouTube: [Obama's 2012 Digital Campaign Strategy](#)

#### Required Readings:

- [DIGITAL POLITICS: EVOLUTION OR REVOLUTION?](#)
- [DIGITAL MARKETING FOR POLITICAL CAMPAIGNS](#)
- [How to Run for Political Office in 2017](#)

#### Assignments:

- **Discussion/Short Essay: Introductions - Initial post due Thurs. at 8 p.m.; two responses by Sun. 8 p.m.**

For this discussion/short essay assignment, Introduce yourself to me and classmates, in 500 words:

1. Tell us about your career and educational background.
  2. Are you currently involved with political campaigning or is this a career goal?
  3. Describe how you came to apply to be a part of the University of Florida's online Master's in Political Communication program.
  4. What are your motivations, goals, and ultimately, what do you hope to get out of the program?
  5. And, if you wish, tell us about your life away from school and work: family, hometown, and where you currently reside, etc.
  6. After you have posted, respond to or ask questions of at least two classmates
- **Quiz 1 - Due Sun. at 8 p.m. (course overview and syllabus quiz)**

## Week Two: Analysis and Review of the 2016 Presidential Election: Digital Reigns

#### Learning Objectives:

- Explain important and trending digital strategies and programs relating to the 2016 Presidential campaign
- Describe how the Clinton and Trump campaigns each used digital campaigning techniques, and to what overall effect

#### Watch:

- Lecture
- YouTube: CNBC [2016 Race Recap](#)

#### Listen:

- Podcast: [Politics and Tech: The Story Behind Hillary Clinton's Digital Campaign](#)

#### Required Readings:

- [Hillary Clinton's Digital Staff Gives 6 Marketing Lessons They've Learned From This Bizarre Election](#)

- [The 45th: How the Trump Campaign's Digital Strategy Made History](#)
- [The role of technology in the presidential election - From fake news to big data](#)

#### Assignments:

- **Discussion/Short Essay: The Digital Revolution: Observations and Analysis of 2016 Presidential Race - Initial post due Thurs. at 8 p.m.; two responses by Sun. 8 p.m.**

Provide your answers and observations to the following after reviewing all module material, in 500 words:

1. What did the Clinton campaign do effectively and what could or should it have done differently vis-a-vis its approach to digital campaigning (and ultimate outcome)?
2. Provide the same observations and analysis for the Trump campaign.
3. Describe key lessons and take aways regarding digital campaigning that can be gleaned from the 2016 presidential race.
4. Provide your overall assessment of the race and the use of technology as a permanent fixture in political campaigning.
5. After you have posted, respond to or ask questions of at least two classmates

### *Week Three: Social Media: Facebook, Twitter, Instagram, LinkedIn, Pinterest, and YouTube*

#### Learning Objectives:

- Recall strategies and best practices for creating an effective social media campaign
- Create engaging content for Facebook, Twitter, Instagram, LinkedIn, Pinterest, YouTube
- Describe how social media has changed political campaigns

#### Watch:

- Lecture
- YouTube: [The Art & Science of Visual Storytelling](#)

#### Required Readings:

- [Visual Storytelling Tips for Pros](#)
- [Party change, social media and the rise of 'citizen-initiated' campaigning](#)
- [How Social Media is Changing Political Campaigns](#)
- [7 Best Practices for Social Media and Political Campaigns](#)
- [How Social Media has Changed Politics](#)

#### Assignments:

- Project: 1) Hootsuite Platform Certification & 2) Hootsuite Social Marketing Training - due Sun. 8 p.m.
- **Discussion/Short Essay: The Digital Revolution: Observations and Analysis of 2016 Presidential Race - Initial post due Thurs. at 8 p.m.; two responses by Sun. 8 p.m.**

Provide your answers and observations to the following after reviewing all module material, in 500 words:

1. Analyze and discuss the impact social media has had on political campaigns, based on what was covered in the module and your observations.
2. Compare and contrast the content, usage and focus of Twitter, Instagram, and Facebook in political campaigns.
3. Provide an example a particularly effective social media campaign used in a political race, and why you found it effective.
4. After you have posted, respond to or ask questions of at least two classmates

## Week Four: Marketing and Branding your Candidate

### Learning Objectives:

- Describe the importance of branding in a modern political campaign
- Conduct an effective marketing and branding campaign for candidate or organization
- Explain how and why digital strategies should create a “gravitational pull.”

### Watch:

- Lecture

### Required Readings:

- [Harvard Business Review: A Good Digital Strategy Creates a Gravitational Pull](#)
- [7 ways to effectively market your candidate](#)
- [Why Candidates Should Understand Branding](#)
- [The Importance of Branding in Modern Political Campaigns](#)

### Assignments:

- Discussion/Short Essay: Candidate Branding and Marketing Strategies and Observations  
- Initial post due Thurs. at 8 p.m.; two responses by Sun. 8 p.m.

Provide your answers and observations to the following after reviewing all module material, in 500 words:

The readings and lecture make the case that candidates should be branded and marketed in the same way as that of a product or company by “building a brand that at least 51 percent of the [electorate] is willing to buy on Election Day.”

1. In the “Gravitational Pull” article, what idea/observation regarding branding a product or candidate challenged and struck you?
2. Why did this particular aspect strike you as important or interesting as it relates to branding or marketing a candidate?
3. How would you apply it as part of your overall digital political marketing approach and strategies.
4. After you have posted, respond to or ask questions of at least two classmates.

## Week Five: Website Content & Design and SEO

### Learning Objectives:

- Describe steps and elements to build an effective campaign website
- Coordinate website content and design
- Recall SEO strategies and importance to a campaign

### Watch:

- Lecture
- YouTube: [Political Campaign Website Elements](#)

### Required Readings:

- [How to Build a Political Campaign Website](#)
- [Election 2016: Who Has the Best Campaign Website?](#)
- [10 Social Media SEO Tricks Every Political Campaign Should Know About](#)

### Assignments:

- Project: 1) Create a [wordpress.com](#) or [sway.com](#) account & 2) Write and post an op-ed blog; and provide the link.
- Quiz 2 - Due Sun. at 8 p.m. (*will assess readings, lectures and objectives - Modules 2-5*)

## Week Six: Email - Programs, Strategies and Providers

### Learning Objectives:

- Select and utilize most effective email providers and programs
- Discuss the pros and cons and relevant options for a candidate or organization
- Outline email best practices for a digital political campaign

### Watch:

- Lecture
- [Key tactics in effective email advocacy](#)

### Required Readings:

- [How Email Marketing Has Transformed Political Campaigns](#)
- [Political Campaigns Go Social, But Email Is Still King](#)
- [This Is How Campaigns Get You To Open Their Emails](#)
- [15 Email Best Practices for Winning Political Candidates](#)
- [The Anatomy of a Successful Campaign Email](#)
- [Best Free Email Accounts](#)

## •7 Best (Paid) Email Marketing Services

### Assignments:

- Project: Lynda Mobile Marketing Strategy Course Certification - due Sunday 8 p.m.
- Discussion/Short Essay: Email Strategies and Observations - Initial post due Thurs. at 8 p.m.; two responses by Sun. 8 p.m.

Provide your answers and observations to the following after reviewing all module material, in 500 words:

1. Research and analyze paid email service providers regarding their overall attributes and usefulness to a digital political campaign; and compare and contrast the benefits and effectiveness of two.
2. Do the same for free email accounts/services.
3. Of the best email practices covered, discuss items that made an impression on you as being particularly significant and important; and why.
4. After you have posted, respond to or ask questions of at least two classmates.

## Week Seven: Digital Media Coverage and Media Relations

### Learning Objectives:

- Describe the importance and significance of working with today's "new" digital media
- Achieve optimal digital media coverage (and traditional media coverage online)
- Utilize research and creative angles for press releases that tell a story

### Watch:

- Lecture
- YouTube: [The Role of Media in Political Campaigns \(from the perspective of a former political reporter\)](#)

### Required Readings:

- [Political Campaigns Need to Embrace Digital Media, If They Haven't Already](#)
- [Great Marketers Know These 4 Techniques They Teach In Journalism School](#)
- [Use Market Research to Find Storytelling Angles that Engage](#)
- [Write Stories, not Press Releases](#)

### Assignments:

- Discussion/Short Essay: Digital Media Coverage Strategies and Observations - Initial post due Thurs. at 8 p.m.; two responses by Sun. 8 p.m.

Provide your answers and observations to the following after reviewing all module material, in 500 words:

1. From what was covered in the module and your observations, assess the role positive digital media relations and coverage plays in an effective digital political campaign; and how to best integrate it into the overall campaign.

2. Share why and how working with the digital media differs from that of the traditional media – and discuss similarities.
3. Research recent candidate/campaign press releases and share a link to one that utilizes superb storytelling - with its use of text *and* visuals - and explain why you chose this example.
4. After you have posted, respond to or ask questions of at least two classmates.

## Week Eight: Data Collection, Analytics, and Targeting Voters

### Learning Objectives:

- Collect data for audience/voter analytics and targeting voters
- Employ most effective database/software providers
- Describe the role big data currently plays in political campaigns

### Watch:

- Lecture
- [Data analytics and the future of political campaigning](#)

### Required Readings:

- [Free voter data helps campaigns gain data edge](#)
- [PREDICTIVE AND INTERACTIVE ANALYTICS: A PRIMER](#)
- [Big-Data Analytics Plays Big Role in 2016 Election Campaigns](#)
- [The real story about how data-driven campaigns target voters](#)
- [Micro Targeting New Wave Political Campaigning](#)
- [Top Political Campaign Data Software](#)

### Assignments:

- Project: Google Data Analytics Course Certification
- Quiz 3 - Due Sun. at 8 p.m. (*will assess readings, lectures and objectives - Modules 6 - 8*)

## Week Nine: Digital Advertising

### Learning Objectives:

- Explain key strategies and best practices regarding digital political advertising
- Conduct effective digital advertising design and placements
- Recall and analyze uses during recent election campaigns

### Watch:

- Lecture
- YouTube: [3 Digital Advertising Trends To Jump On Fast](#)

### Required Readings:

- [How Political Advertisers Are Using Data and Digital to Move the Needle](#)
- [Digital Advertising for Political Campaigns: The Political Playground of Dynamic Creative](#)
- [DIGITAL AD SPENDING TOPS ESTIMATES](#)
- [How the Trump Campaign Built an Identity Database and Used Facebook Ads to Win the Election](#)
- [Native Advertising Insights](#)

### Assignments:

- Discussion/Short Essay: Digital Political Advertising: New Tech vs. Old School - Initial post due Thurs. at 8 p.m.; two responses by Sun. 8 p.m.

Provide your answers and observations to the following after reviewing all module material, in 500 words:

1. The “3 Digital Advertising Trends to Jump on Fast” from the video are: 1) video ads, 2) native ads, and 3) big data. Analyze and describe the best applications and approaches for these three advertising trends/vehicles – in terms of content, design, and placement – to reach key voters using (pick three) YouTube, Snapchat, Twitter, Facebook, Pandora, Instagram, or Google.
2. Discuss what aspect of the Trump campaign’s Facebook approach jumped out as most interesting, significant, unique, and/or controversial.
3. After you have posted, respond to or ask questions of at least two classmates.

## Week Ten: Online Fundraising and Working with Aligned Groups & Associations

### Learning Objectives:

- Describe online fundraising best practices and choosing key platforms
- Conduct effective online fundraising
- Work with aligned groups and supporters for fundraising opportunities

### Watch:

- Lecture

### Required Readings:

- [Insiders Guide to Online Fundrasing](#)
- [Picking an online fundraising platform](#)
- [PayPal's Political Campaign Fundraising Tool](#) (example)
- [Qgiv political fundraising](#) (example)
- [How Associations can Help Your Candidate](#)
- [More Ways Associations can Help your Candidate](#)

### Assignments:

- Discussion/Short Essay: Online Fundraising: Current Importance and Future Significance - Initial post due Thurs. at 8 p.m.; two responses by Sun. 8 p.m.

Provide your answers and observations to the following after reviewing all module material, in 500 words:

1. Discuss the benefits and advantages of online fundraising vs. traditional fundraising and why it is now (or should be) an integral part of a successful digital political campaign.
2. Explain what online fundraising *doesn't* replace vis-a-vis traditional fundraising.
3. Research top-rated online fundraising tools and compare and contrast the effectiveness of two.
4. From the readings regarding trade associations and other groups providing assistance to candidates, discuss two or three methods that struck you as being the most useful and beneficial.
5. After you have posted, respond to or ask questions of at least two classmates.

### Week Eleven: Online Surveys and Petitions

#### Learning Objectives:

- Recall strategies and best practices for creating online surveys and petitions
- Conduct effective online survey and petition programs
- Describe how and why online surveys and petitions are necessary parts of digital political campaigning

#### Watch:

- Lecture

#### Required Readings:

- [5 Tips For Creating Effective Campaign Surveys](#)
- [PC Magazine: The Best Online Survey Tools](#)
- [Using Google Tools For Advocacy and Political Research](#)
- [Online Petitions Take Citizen Participation to New Levels](#)
- [8 online petition tools: How to make a difference](#)

### Assignments:

- Discussion/Short Essay: Online Surveys and Petitions: Discuss and Analyze Applications, Effectiveness, and Usefulness - Initial post due Thurs. at 8 p.m.; two responses by Sun. 8 p.m.

Provide your answers and observations to the following after reviewing all module material, in 500 words:

1. Research and analyze best online survey tools for digital campaigning and compare and contrast the advantages and benefits of two.

2. Do the same for online petitions.
3. From what was covered in the module, discuss two or three best practices or methods that struck you as being the most useful and beneficial regarding online surveys, and why; also for online petitions.
4. After you have posted, respond to or ask questions of at least two classmates.

## Week Twelve: Course Wrap up and the Future of Digital Political Campaigning

### Learning Objectives:

- Recall, review, and implement course strategies, programs and insights
- Implement strategies for a candidate or organization
- Describe and analyze the future of digital political campaigning

### Watch:

- Lecture
- YouTube, Harvard Kennedy School of Government: [The Future of Political Campaigning in the age of AI & Social Media \(Part 1\)](#); [Part 2](#)

### Required Readings:

- [The future of political campaigning: data, strategies and digital tools](#)
- [The Future Of Political Influence Is Digital](#)
- [5 Trends from the 2016 Presidential Election](#)
- [Social Advocacy and Politics: Social Media and the Future of Elections](#)

### Assignments:

- Discussion/Short Essay: Reflections: Initial post due Thurs. at 8 p.m.; two responses by Sun. 8 p.m.

Provide your answers and observations to the following after reviewing all module material, in 500 words:

1. Reflect on the course and provide your overall assessment of what was covered.
  2. What are three key takeaways from the class, and why?
  3. What will the future of digital political campaigning hold and what impact will it have on the political world?
  4. After you have posted, respond to or ask questions of at least two classmates.
- Quiz 4 - Due Sun. at 8 p.m. (*will assess readings, lectures and objectives - Modules 9 - 12*)