



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

MMC 6936 - INTRODUCTION TO DIGITAL POLITICAL ORGANIZING

SUMMER 2019
3 CREDIT HOURS

INSTRUCTOR

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Contact

Email is the best way to reach me. I try to respond to students within 24 hours, or 48 hours at the latest. If for any reason you cannot get a hold of me, feel free to text me and we can set aside a time to chat on the phone.

Office Hours

I am available virtually by appointment (Zoom or by phone).

Instructor Bio

In my day job, I serve as the Executive Director of the Maryland Republican Party where I run the organization's day-to-day operations. We utilize digital platforms extensively as part of our communications strategy. I previously served as the Head of Marketing & Growth for an education-technology start-up and have served as the digital marketing consultant for more than three dozen companies.

I received my Bachelor of Arts in Political Science from Florida International University and graduated with my Master of Arts in Mass Communication from the University of Florida in the Web Design Specialization. As a result, I've been in your shoes working full-time while finishing a degree from UF CJC Online.

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 both recorded and live lectures. It can also be used for office hours as requested.

THIS COURSE

Course Layout

Each week, you will be assigned lectures to watch, online references, and chapters from the assigned books. These tasks can be found on each weekly module. Most weeks you will have to answer a discussion question and respond to at least two classmates' responses. Most of your class grade will be determined through four projects. The first three projects will be needed to complete your final project.

Description

In this course students will learn how to develop, execute, and evaluate activist and voter engagement plans on policy and political issues. We will begin by investigating past advocacy campaigns by politicians and organizations. We will then look at the tools of the trade and how they are used to recruit supporters. After that, we will look at how to continuously engage those supporters. At the end of the semester, students will plan and simulate their own public advocacy campaign. They will evaluate their fellow students campaigns as well to assess their effectiveness and recommend improvements.

In an era where small dollar donors' rule and companies are dedicating more of their budgets to public advocacy, this class will prepare students to lead campaigns in the future for political candidates, non-profit organizations, and companies.

Objectives

- Recognize successful public advocacy campaigns.
- Recommend strategies and tactics to use in public advocacy campaigns.
- Identify and utilize the platforms used to organize online.
- Demonstrate the best practices of public advocacy campaigns.
- Build a campaign pitch that would be positively received by a marketing agency or political organization.
- Experiment with multiple messaging techniques to engage potential activists.
- Explain why a topic will not be a successful one to organize around.
- Explore and evaluate new technologies for the purpose of organizing through cell phones and the internet.

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

- Who conducts public advocacy campaigns?
- What legal considerations do companies and organizations need to think about when conducting campaigns?
- What are the tools that digital political professionals use to organize activists?
- Who do you target online with advertisements to recruit volunteers and why?
- How do you ensure you aren't wasting advertising dollars on activists you can reach through free means?
- How do you design landing pages for optimal conversions?
- How do you use landing and thank you pages to capture the most value from activists?
- How do you decide what issues to push harder than others?
- How do you utilize email and texting for follow-up communications with activists?
- What do corporations and organizations look for when you are pitching them for a public advocacy campaign?

Course Deliverables

Eight discussion questions and four projects are assigned in this course. The discussion questions and final project will require you to comment and critique fellow classmates work.

COURSE EXPECTATIONS

This class will last the entire Summer semester with a week break. This class will be made up of required readings and video recordings, discussion board questions, and four projects. Students will learn how to develop, execute, and evaluate activist and voter engagement plans on policy and political issues. Students will learn best practices for advocacy campaigns and create their own pitch for one by the end of the semester.

Attendance

Although there is no live meeting time, students are expected to be engaged throughout the semester. Staying engaged includes completing the required readings prior to the discussion posts and responding to fellow classmates.

Interactions

Students will interact through discussion board postings. Zoom will also allow us to have a voice in an online environment where we will have recorded guest lectures that will give you the opportunity to interact with professionals in the field.

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.

Group Work

There is no group work assigned in this class, but you are expected to communicate with fellow classmates on the discussion board.

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

Students will be expected to purchase the following books:

Bond, Becky and Exley, Zach. "Rules for Revolutionaries: How Big Organizing Can Change Everything." Chelsea Green Publishing, 2016.

Heimans, Jeremy and Timms, Henry. "New Power: How Power Works in Our Hyperconnected World—and How to Make it Work for You."

Karpf, David. "Analytic Activism: Digital Listening and the New Political Strategy." Oxford University Press, 2016.

Singer, P.W. and Brooking, Emerson T. "LikeWar: The Weaponization of Social Media." Houghton Mifflin Harcourt, 2018.

The course will also use online resources, case studies, and at least two guest lectures from professionals in the field.

PREREQUISITE KNOWLEDGE & SKILLS

There are no prerequisite knowledge or skills as the required readings are designed to provide you the information to complete the assignment. If you feel you have additional questions beyond the required materials, please contact me immediately.

TEACHING PHILOSOPHY

I believe in intellectual curiosity where the required readings provide the bare minimum, but welcome questions from students to expand their knowledge. As a course in a rapidly changing area, there will always be new resources to learn on the internet. If you are confused or need help, do not hesitate to ask.

I also believe in asking as soon as reasonably possible. If you wait until the very last minute, it will be difficult for me to respond right away.

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.

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

An explanation of how you will handle late work.

Deadlines are critical to this class. All work is due on or before the due date. Extensions for deadlines will only be approved at least a week in advance. 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, quizzes, etc. 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:

- Discussions 11:59 PM EST Mondays (except in case of holiday)
- Discussion Responses 11:59 PM EST Fridays of week assigned
- Project 1 11:59 PM EST Wednesday Week 4
- Project 2 11:59 PM EST Monday Week 7
- Project 3 11:59 PM EST Wednesday Week 10
- Final Project 11:59 PM EST Monday Week 12
- Final Project Critique 11:59 PM EST Thursday Week 12

Grading

All assignment grading will be on 100 point scale.

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

- Discussions 20%
- Projects 80%

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 in this class are participating in a new course evaluation system called GatorEvals. The new evaluation system is designed to be more informative to instructors so that teaching effectiveness is enhanced and to be more seamlessly linked to UF's Canvas e-learning management system. Students can complete their evaluations through the email they receive from GatorEvals, or in their Canvas course menu under GatorEvals.

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 for 10 of the 12 weeks and two additional videos – one is an introduction to the course and course topic and the other will cover the syllabus. These videos will vary in length depending on the material. It is your responsibility to watch each of the videos.

There will also be 2 live guest lectures. These give you the chance to ask questions directly to the instructor. If you can't take part 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 story writing.

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

You will be expected to respond to eight different discussion post questions in Canvas that will be posted the week before they're due. Discussions are due by 11:59 PM on Mondays except Memorial Day weekend. You are expected to respond to two classmates. Those responses are due by 11:59 PM on Friday. In Canvas, click on the "Assignments" tab and navigate to the current week's discussion forum. Discussions are meant to show you completed the assigned readings and understand the material assigned. They are also meant to facilitate insightful conversation among students. Please respond thoughtfully and think critically when responding to discussions. The 8 discussions throughout the semester account for 20% of your grade.

Discussion 1: Identify two successful and two unsuccessful public advocacy campaigns conducted by organizations in the past 5 years that had a significant digital marketing component. What do the successful campaigns have in common compared to the unsuccessful campaigns? What kind of topics galvanize activists and why? Explain what changes you would have made to the unsuccessful campaigns and why.

Discussion 2: Landing pages are a crucial piece of collecting information to recruit activists. Identify at least three technologies to collect information. Explain the pros and cons of each and which one you would choose. Compare that solution to solutions like Facebook Lead Ads. Consider cost calculations in your decision making.

Discussion 3: Identify the most common online advertising platforms and the pros and cons of each. If you were conducting a campaign, explain which platforms you would use and which you would not. What would your advertising split between the platforms be? Consider the platforms ability to micro target, cost per targeted engagement, and legal considerations.

Discussion 4: Targeting is a key piece of any campaign. Select a controversial issue that you are not targeting for Project 2. What kind of groups would you target for that campaign? What kind of groups would you intentionally avoid? What would you do to make sure you aren't spending money on individuals you can reach through organic means? Would you only target individuals of a certain age, gender, or location? How will you know if your advertising is successful or unsuccessful?

Discussion 5: Identify three popular email marketing and texting platforms. What are the pros and cons of each?

Discussion 6: Build a mock engagement funnel that begins with acquiring the email from an online advertising campaign. This should include the type of outreach being sent, when it's being sent, and why this outreach is important to keeping the activist engaged on the topic. Social media, texting, and email should all be considered as options when building the plan. Put your shoes in the activist who is passionate about the issue while balancing the organization's desire to recruit people to take action in person and donate. There is no wrong answer, so be as creative as possible.

Discussion 7: Attrition is a key piece of every advocacy campaign. Every email or text you send will result in people unsubscribing or marking you as spam. How many subscribers do organizations lose off of their email and text list on a semi-regular basis? Use publicly available statistics to defend your case. What can you do to avoid activists from disengaging from your list? How do you combat this attrition and how do you fund these activities?

Discussion 8: Once a single-issue advocacy campaign is over with, that isn't the end. Identify three organizations that effectively re-engage their supporters regularly. What do they do that's successful and can it be replicated by others? Identify the issue you're focused on for your final project and identify three others that could be possibly used in the future.

Discussions

Discussions									
Criteria	Ratings								Pts
Critical Analysis	25.0 pts	22.0 pts	19.0 pts	16.0 pts	13.0 pts	7.0 pts	4.0 pts	0.0 pts	25.0 pts
Participation	25.0 pts	22.0 pts	19.0 pts	16.0 pts	13.0 pts	7.0 pts	4.0 pts	0.0 pts	25.0 pts
Etiquette	25.0 pts	22.0 pts	19.0 pts	16.0 pts	13.0 pts	7.0 pts	4.0 pts	0.0 pts	25.0 pts
Quality	25.0 pts	22.0 pts	19.0 pts	16.0 pts	13.0 pts	7.0 pts	4.0 pts	0.0 pts	25.0 pts
									Total Points: 100.0

Projects

Each project will build to the next one. It will be extremely difficult to complete each project if the previous one was not completed properly and you may need to polish the work done in previous projects for your final pitch. Projects will encompass 80% of your grade and are meant to be portfolio pieces that you can use when interviewing for employment.

Project 1: Students will select an organization whom that they would like to execute a public advocacy campaign. They will complete a report that identifies three potential issues the organization could organize around, explain and select the best issue, and develop a messaging strategy around that issue. Students will also create example landing pages for their campaign including sample graphics and content.

Project 1  						
Criteria	Ratings					Pts
Completion Was the project fully completed and were all questions answered? Did the report include properly designed landing pages?	25 pts Fully Completed	20 pts Mostly Completed	10 pts Partially Completed	0 pts Not Completed		25 pts
Critical Analysis Did the student select an organization that could reasonably put together a public advocacy campaign on the topics selected? Did the report completely evaluate all three issues presented and thoroughly explain why the option they chose was the best?	25 pts Excellent Analysis	20 pts Good Analysis	15 pts Average Analysis	10 pts Poor Analysis	0 pts Not Completed	25 pts
Creativity Did the report include creativity in the selection of the ideas or does it appear they were chosen simply for completion?	25 pts Excellent Creativity	20 pts Good Creativity	15 pts Average Creativity	10 pts Poor Creativity	0 pts Not Completed	25 pts
Messaging Did the report include proper messaging in it? Did the landing page examples include convincing language for conversions?	25 pts Excellent Messaging	20 pts Good Messaging	15 pts Average Messaging	10 pts Poor Messaging	0 pts Not Completed	25 pts
Total Points: 100						

Project 2: Students will produce a report that identifies the advertising platforms they would use to promote their campaign (including the breakdown of the percentages in their advertising budget by platform), the individuals they would target in their campaign, and the individuals they would intentionally avoid in their campaign. Students will also create example advertisements for their campaign on the platforms they choose to advertise on.

Project 2  						
Criteria	Ratings					Pts
Completion Was the project fully completed and did the report hit on every item in the syllabus?	25 pts Fully Completed	20 pts Mostly Completed	10 pts Partially Completed	0 pts Not Completed		25 pts
Critical Analysis Did the report properly breakdown the advertising budget with justifications for the amounts chosen by platform? Did students fully evaluate their targets and who should be avoided? Did the advertisements fit the platform they were being proposed to be run on?	25 pts Excellent Analysis	20 pts Good Analysis	15 pts Average Analysis	10 pts Poor Analysis	0 pts No Marks	25 pts
Creativity Did the students consider all advertising options and how they would use each platform? Did the student offer anything unique in their proposal compared to the norm? Were the advertisements themselves something that were creative or templated? Were any of the targets outside the norm?	25 pts Excellent Creativity	20 pts Good Creativity	15 pts Average Creativity	10 pts Poor Creativity	0 pts No Marks	25 pts
Messaging Did the targets align with the messaging goals outlined? Did the advertisements match the same messaging presented in Project 1? Were the advertisements themselves properly matched to the targets?	25 pts Excellent Messaging	20 pts Good Messaging	15 pts Average Messaging	10 pts Poor Messaging	0 pts No Marks	25 pts
Total Points: 100						

Project 3: Students will create a follow-up engagement plan that includes a cross-platform engagement funnel utilizing email marketing, text messaging, and social media. Students will explain how they would balance re-engaging on the same topic, engaging on new topics, and including fundraising campaigns. They will also explain how to utilize the newly acquired activists to combat list attrition. This project should include example emails, texts, etc that their activist will see each step of the funnel.

Project 3  						
Criteria	Ratings					Pts
Completion Was the project fully completed and did the engagement plan cover all items outlined in the syllabus?	25 pts Fully Completed	20 pts Mostly Completed	10 pts Partially Completed	0 pts Not Completed		25 pts
Critical Analysis Did the engagement plan consider how each of the messaging mediums interact with one another? Did the engagement funnel make logical sense and was the logic explained? Were the re-engagement tactics well thought out and generally follow best practices?	25 pts Excellent Analysis	20 pts Good Analysis	15 pts Average Analysis	10 pts Poor Analysis	0 pts No Marks	25 pts
Creativity Did the re-engagement strategy include creative ideas that would be viewed positively by an organization being pitched? Did the plan include new tactics that may not have been tried before, but were well explained? Were the example emails, texts, etc catchy and engaging?	25 pts Excellent Creativity	20 pts Good Creativity	15 pts Average Creativity	10 pts Poor Creativity	0 pts No Marks	25 pts
Messaging Did the plan properly use the messaging mediums? Did the messaging to combat list attrition follow the strategy outlined in the previous projects? Did the examples follow communication best practices?	25 pts Excellent Messaging	20 pts Good Messaging	15 pts Average Messaging	10 pts Poor Messaging	0 pts No Marks	25 pts
Total Points: 100						

Final Project: Students will bring together projects 1-3 to create a pitch as if they were representing an agency and pitching the organization, they chose to represent in the first project. This should be a 10-15 minute verbal presentation that's supported by multimedia items including a slide deck and/or video. Students will be expected to polish projects 1-3 and add to them including potential follow-up campaign ideas. After they are done their presentation, students will be expected to critique their classmates' proposals both positively and negatively.

Final Project



Criteria	Ratings					Pts
Completion Was the pitch fully completed with a full presentation?	25 pts Fully Completed	20 pts Mostly Completed	10 pts Partially Completed	0 pts Not Completed		25 pts
Professionalism Was the pitch done to a quality that could be pitched to a professional organization? Did the student show preparation including the ability to answer questions on their pitch?	25 pts Excellent Professionalism	20 pts Good Professionalism	15 pts Average Professionalism	10 pts Poor Professionalism	0 pts Not Completed	25 pts
Improvement Did the student improve their first three projects in any discernable way to make them more appealing for the final pitch? Even 100% projects can be polished when being presented.	25 pts Substantial Improvement	20 pts Solid Improvement	15 pts Slight Improvement	10 pts No Improvement	0 pts Not Completed	25 pts
Critiques Did the student critique at least two fellow students proposals both positively and negatively? Were their critiques substantial, well thought out, and respectful? Did creativity go into their responses?	25 pts Excellent Critiques	20 pts Good Critiques	15 pts Average Critiques	10 pts Poor Critiques	0 pts Not Completed	25 pts
Total Points: 100						

COURSE SCHEDULE

WEEKLY MODULE DATES

Week 1 – Monday, May 13th – Sunday, May 19th, 2019

Week 2 – Monday, May 20th – Sunday, May 26th, 2019

Week 3 – Tuesday, May 28th – Sunday, June 2nd, 2019

Week 4 – Monday, June 3rd – Sunday, June 9th, 2019

Week 5 – Monday, June 10th – Sunday, June 16th, 2019

Week 6 – Monday, June 17th – Sunday, June 23rd, 2019

SUMMER BREAK – Monday, June 24th – Sunday, June 30th, 2019

Week 7 – Monday, July 1st – Sunday, July 7th, 2019

Week 8 – Monday, July 8th – Sunday, July 14th, 2019

Week 9 – Monday, July 15th – Sunday, July 21st, 2019

Week 10 – Monday, July 22nd – Sunday, July 28th, 2019

Week 11 – Monday, July 29th – Sunday, August 4th, 2019

Week 12 – Monday, August 5th – Friday, August 9th, 2019

Course Introduction & Syllabus

- Welcome to the course! (Video link for course intro)
- Syllabus introduction (Video link)

COURSE SCHEDULE

Week 1 – Public Advocacy: Past, Present, and Future (5/13 – 5/19)

Learning Objectives

- Recognize successful public advocacy campaigns.

Watch

- Course classroom (Zoom link)
- [Advocacy Through Social Media: Why Trending Topics Matter](#)

Required Readings

- Bond, Becky and Exley, Zach - "Rules for Revolutionaries: How Big Organizing Can Change Everything." *Read Rule 3 – The Revolution Will Not Be Staffed, Rule 6 – The Work Is Distributed. The Plan is Centralized.*
- [8 Strategies and Techniques for Running an Advocacy Campaign](#)
- [50 Stealable Grassroots Marketing Campaigns](#)
- [20 Proven Advocacy Campaigns to Make Your Own](#)
- [4 Advocacy Campaign Examples](#)
- [Planning an Advocacy Campaign in 6 Steps](#)

Assignments

- None

Week 2 – Gathering Data From Potential Supporters (5/20 – 5/26)

Learning Objectives

- Recommend strategies and tactics to use in public advocacy campaigns.

Watch:

- Course classroom (Zoom link)

Required Readings:

- Karpf, David - "Analytic Activism: Digital Listening and the New Political Strategy." *Read Chapter 3 – Organizational Logic of Petitions Platforms.*
- [How to Create a Lead Generation Landing Page in any WordPress Theme](#)
- [4 Best Landing Page Creation Tools that Save You Hours](#)
- [The 10 Best Landing Page Builder Software Tools](#)
- [9 Essentials of a High Converting Landing Page](#)
- [The Best 100 Best Landing Page Examples You Can't Afford to Miss in 2019](#)
- [Facebook Lead Ads vs. Landing Pages: Which is Better? \[Data\]](#)
- [The Fight Over Political Data: RNC vs. i360 and the Unlock the VAN Movement](#)

Assignments

- Discussion 1 due 11:59 PM Monday, responses to classmates due 11:59 PM Friday

Week 3 – Political Messaging and Why It Matters (5/28 – 6/2)

Learning Objectives

- Experiment with multiple messaging techniques to engage potential activists.
- Explain why a topic will not be a successful one to organize around.

Watch:

- Course classroom (Zoom link)

Required Readings:

- Heimans, Jeremy and Timms, Henry - “New Power: How Power Works in Our Hyperconnected World—and How to Make it Work for You.” – *Read Chapter 3 – From Sound Bites to Meme Drops: How Ideas Spread, Chapter 4 – How To Build a Crowd, Chapter 7 – The Participation Premium*
- [The Importance of Political Messaging for Advocacy Campaigns](#)
- [Political campaign messages that appeal to voters](#)
- [Ecanvasser: Political message](#)
- [The Effects of Negative Advertising](#)
- [The science of political advertising](#)
- [Persuading voters is hard. That doesn't mean campaigns should give up.](#)
- [Leaked: Cambridge Analytica's blueprint for Trump Victory](#)

Assignments

- Discussion 2 due 11:59 PM Tuesday, responses to classmates due 11:59 PM Friday

Week 4 – Using Social Media Platforms to Recruit... and Win (6/3 – 6/9)

Learning Objectives

- Identify and utilize the platforms used to organize online.
- Demonstrate the best practices of public advocacy campaigns.

Watch:

- Course classroom (Zoom link)
- [The digital guru who helped Donald Trump to the presidency](#)

Required Readings:

- Karpf, David - “Analytic Activism: Digital Listening and the New Political Strategy.” *Read Chapter 4 – Analytic Audiences.*
- [10 Ways the Internet Changed Political Campaigning](#)
- [7-Step Social Media Advertising Strategy to Better Performing Ads](#)
- [Goodbye, dark posts: How Facebook's and Twitter's ad-transparency tools work](#)
- [How He Used Facebook to Win](#)
- [Here's What Beto Could Unleash on Trump](#)
- [Before Google banned political ads in Canada, it did it in Washington. Here's what happened](#)

Assignments

- Project 1 due 11:59 PM Wednesday

Week 5 How to Microtarget Your Campaigns – (6/10 – 6/16)

Learning Objectives

- Identify who to target and not to target in a public advocacy campaign.

Watch:

- Course classroom (Zoom link)

Required Readings:

- Karpf, David - "Analytic Activism: Digital Listening and the New Political Strategy." *Read Chapter 2 – Understanding Analytics, Algorithms, and Big Data.*
- [Microtargeting: How campaigns know you better than you know yourself](#)
- [How to Be Smart and Precise with Facebook Ad Targeting](#)
- [Facebook ad micro-targeting can manipulate individual politicians](#)
- [How campaigns are using marketing, manipulation, and "psychographic targeting" to win elections—and weaken democracy](#)
- ['Data-Driven' Campaigns Are Killing the Democratic Party](#)
- [The Ethics of Political Micro-targeting](#)
- [Achieving Hyper-Relevance Through Geographic Microtargeting Of Facebook Ads](#)
- [From Headline to Photograph, a Fake News Masterpiece](#)

Assignments

- Discussion 3 due by 11:59 PM Monday, responses to classmates due by 11:59 PM Friday

Week 6 – Designing Social Media Advertisements for Conversion (6/17 – 6/23)

Learning Objectives

- Explore the best social media advertising practices.
- Identify how conversion can impact which platforms an organization may choose to advertise on.

Watch:

- Course classroom (Zoom link)

Required Readings:

- [Secrets the Pros Use to Create Great Facebook Ad Design \(2018 Edition\)](#)
- [25 Facebook Ad Design Hacks for Major Success](#)
- [7 Smart Ways to Drive Conversions on Social Media](#)
- [10 Facebook ad design examples to inspire your next campaign](#)
- [5 Top Facebook Ad Campaigns To Boost Your Results in 2019](#)
- [The \\$1,000 Experiment: Which Facebook Campaign Optimization Type Works Best?](#)
- [The Facebook 20% Rule: Why Your Ads Might Not Be Running](#)

Assignments

- Discussion 4 due by 11:59 PM Monday, responses to classmates due by 11:59 PM Friday

SUMMER BREAK – (6/24 – 6/30)

Week 7 – Using Email, Texting, and More to Engage Supporters – (7/1 – 7/7)

Learning Objectives

- Explore and evaluate new technologies for the purpose of organizing through cell phones and the internet.

Watch:

- Course classroom (Zoom link)

Required Readings:

- Bond, Becky and Exley, Zach - “Rules for Revolutionaries: How Big Organizing Can Change Everything.” *Rule 22 – People New to Politics Make the Best Revolutionaries.*
- [The Best Email Marketing Service Providers for Every Political Campaign Budget](#)
- [How P2P Texting is Revolutionizing Politics](#)
- [Why Politicians Are Texting You So Much – And It’s Only the Beginning](#)
- [7 tips for political email campaigns that get you elected](#)
- [Political Campaign Email Marketing \(2018\)](#)
- [5 Smart Political & Advocacy Emails to Inspire Your Campaign](#)

Assignments

- Project 2 due by 11:59 PM Monday

Week 8 – Engagement Funnels: The Key to Engagement and Fundraising – (7/8 – 7/14)

Learning Objectives

- Identify how supporter recruitment turns into engagement and donations.

Watch:

- Course classroom – Guest Lecture (Zoom link)

Required Readings:

- Bond, Becky and Exley, Zach - “Rules for Revolutionaries: How Big Organizing Can Change Everything.” *Read Rule 7 – The Revolution Will Be Funded—by Small Donations.*
- [Email Testing: What works \(and what doesn’t\) when deciding on fundraising ask amounts?](#)
- [Advocacy Engagement Funnel: Don't Miss Your Advocacy Engagement Opportunity...](#)
- [The Conversion Funnel For Volunteers](#)
- [Five Tips for Stronger Fundraising Emails](#)
- [Sanders and O’Rourke Are Way Ahead in Race for Small-Dollar Donors](#)

Assignments

- Discussion 5 due by 11:59 PM Monday, responses to classmates due by 11:59 PM Friday

Week 9 – Combatting Long-Term Supporter Attrition – (7/15 – 7/21)

Learning Objectives

- Explain why a topic will not be a successful one to organize around.
- Identify areas where advocacy groups lose supporters due to their tactics.

Watch:

- Course classroom (Zoom link)

Required Readings:

- Bond, Becky and Exley, Zach - “Rules for Revolutionaries: How Big Organizing Can Change Everything.” *Read Rule 10 – Give Away Your Passwords, Rule 17 – The Revolution is Not Just Bottom Up; It’s Peer to Peer*
- [5 Email Marketing Lessons From The Obama Campaign](#)
- [Can We Sustain It? How to transform the fervor of political resistance into a new era of civic engagement.](#)
- [We Want You Back! How to Re-Engage Inactive Email Supporters](#)
- [This Is How Campaigns Get You To Open Their Emails And Give Them Your Money](#)
- [11 Fundraising Email Best Practices To Drive High Response Rates](#)
- [Hey! Do You Want to Save America? Give Me \\$5.](#)
- [9 Nonprofit Emails That Actually Convert](#)

Assignments

- Discussion 6 due by 11:59 PM Monday, responses to classmates due by 11:59 PM Friday

Week 10 – Onto the Next One: How to Use Segmentation for Future Campaigns – (7/22 – 7/28)

Learning Objectives

- Experiment with multiple messaging techniques to engage potential activists.

Watch:

- Course classroom (Zoom link)

Required Readings:

- Singer, P.W. and Brooking, Emerson T - “LikeWar: The Weaponization of Social Media.” *Read Chapter 6 – Win the Net, Win the Day, Chapter 8 – Masters of the Universe*
- Bond, Becky and Exley, Zach - “Rules for Revolutionaries: How Big Organizing Can Change Everything.” *Read Rule 11 – Don’t Let the Perfect Be the Enemy of the Big, Rule 19 – There’s No Such Thing as a Single-Issue Revolution.*
- [Top Five Text Message Marketing Campaign Ideas](#)
- [10 Reasons Political Campaigns Use Text Messaging & Example Texts for Political Candidates](#)

- [Slicing and Dicing Your Advocate Database List to Increase Your Engagement and Campaign Results](#)
- [How World Wildlife Fund Used Segmentation to Activate Social Influencers for Their Cause](#)

Assignments

- Discussion 7 due by 11:59 PM Monday, responses to classmates due by 11:59 PM Friday
- Project 3 due by 11:59 PM Wednesday

Week 11 – Making the Pitch (7/29 – 8/4)

Learning Objectives

- Build a campaign pitch that would be positively received by a marketing agency or political organization.

Watch:

- Course classroom – Guest Lecture (Zoom link)
- [Message Map: How To Pitch Anything In 15 Seconds | Forbes](#)
- [How to Sell A Product - Sell Anything to Anyone with The 4 P's Method](#)

Required Readings:

- [How to Pitch a Project](#)
- [Advocacy Action Guide: A ToolKit for Strategic Policy Advocacy Campaigns](#)
- [5 steps to writing an awesome non-profit crowdfunding pitch](#)
- [9 Things That Take a Pitch From Good to Great](#)

Assignments

- Discussion 8 due by 11:59 PM Monday, responses to classmates due by 11:59 PM Friday

Week 12 – Final Project (8/5 – 8/9)

Learning Objectives

- Build a campaign pitch that would be positively received by a marketing agency or political organization.

Watch:

- None

Required Readings:

- None

Assignments

- Final Project Pitch due by 11:59 PM Monday
- Final Project Critique due by 11:59 Thursday



ASSIGNMENTS

Assignment	Due Date	% of Grade
Discussion 1	May 20, 2019	2.50%
Discussion 2	May 28, 2019	2.50%
Project 1	June 5, 2019	20.00%
Discussion 3	June 10, 2019	2.50%
Discussion 4	June 17, 2019	2.50%
Project 2	July 1, 2019	20.00%
Discussion 5	July 8, 2019	2.50%
Discussion 6	July 15, 2019	2.50%
Discussion 7	July 22, 2019	2.50%
Project 3	July 24, 2019	20.00%
Discussion 8	July 29, 2019	2.50%
Final Project Pitch	August 5, 2019	15.00%
Final Project Critique	August 8, 2019	5.00%
	Total	100%

Syllabus Page in Canvas: (include link here)