

Ryan Blackburn

Independent Study and Mentorship

Speice 3B

30 March 2017

Communication of Politics

Research Assessment 8

Subject:

State Public Policy

Works Cited:

Newman, Bruce I. and Dejan Verčič. *Communication of Politics : Cross-Cultural Theory*

Building in the Practice of Public Relations and Political Marketing: 8Th Inte.

Routledge, 2016. EBSCOhost, search.ebscohost.com/login.aspx?direct=true&db=e0

20mna&AN=1233832&site=ehost-live.

Assessment:

Achieving means understanding - in preparing for the execution of my final product this week, it had become more important to know how to better communicate **in a** nonpartisan **manner**, but political messages to the general public. Because of these needs, I hoped to look more into the trade of executing this task, making sure that a clear message is sent without

substantial political bias or rejection from an audience. I hoped to understand more about this action, as well as gain more of a perspective on how my research and information found in the editorial can apply to future careers in political campaigning and advocacy.

When reviewing the editorial, it was critical for me to realize the main concepts I hoped to understand in greater detail. These concepts included the relationship between political advertising and the public, as well as how to effectively interact with members of the public via an advocacy message. I was chiefly intrigued as I read when analyzing the similarities the lie between what the author terms “public relations and political marketing,” where he looked at communication of political messages as marketing a product. This type of mindset surprised me when I understood that political advocacy can be approached in such a manner; the author continues to list characteristics shared between the two that backs this approach, such as pointing out the purpose of such an act: conveying the value of the ‘product’ to a ‘market.’ The article continues to discuss the nature of effectively communicating with the masses - from a termed ‘managerial’ approach to public relations to an emphasis on the significance of reflection on past actions, the author allowed me to realize that political campaigning is chiefly intended to persuade, so many members of an audience expect this. I have seen that, in applying these ideas to my own experience interacting with constituents at Mrs. Brigadier’s office, it is important to realize this stance before an interaction begins, to make sure that a lack of bias and good intent is understood.

Because of the potential bias associated with the editorial, I hoped to analyze the article while also taking into account personal opinions that may have influenced the information presented. As the author discussed the use of advisors in presidencies throughout history, I found that the crux of the information being given is the support that political figures utilize to better communicate ideas and policies to the public, because it is a difficult task that requires assistance of trained professionals. While other information was also presented, I understood that it was best to retain that unbiased concept, rather than emphasizing discussions of Ronald Reagan and Michael Deaver during his presidency in the 80's. Much information was gained from this reading this editorial - it was only critical for me to isolate it from other extraneous topics, so to ensure that the details learned correlate specifically with my ISM project, research, and future professional mannerisms. In applying my findings from this editorial to my final project and time with Mrs. Brigadier, chiefly the significance of maintaining an unbiased reputation for the public, I am eager to communicate these concepts on Empower Frisco's website, as well as focus in on physical attempts to make contact with constituents.

Rubric rating submitted on: 4/11/2018, 3:48:53 PM by speicee@friscoisd.org

	10	8	5	0
Understanding Your score: 10	Thoroughly describes and paraphrases the information. Thoroughly answers the question "What did you learn?"	Adequately describes and paraphrases the information. Adequately answers the question "What did you learn?"	Somewhat describes and paraphrases the information. Somewhat answers the question "What did you learn?"	Does not describe paraphrase the information. Does not answer the question "What did you learn?"
Applying Your score: 10	Thoroughly applies and illustrates the information. Thoroughly answers the following questions: "Why is	Adequately applies and illustrates the information. Adequately answers the following questions: "Why is	Somewhat applies and illustrates the information. Somewhat answers the following questions: "Why is	Does not apply and/or illustrate the information. Does not answer the following questions: "Why is this

	this information relevant to you, your learning, your topic, and your ISM journey?	this information relevant to you, your learning, your topic, and your ISM journey?	this information relevant to you, your learning, your topic, and your ISM journey?	information relevant to you, your learning, your topic, and your ISM journey?
Analyzing Your score: 8	Thoroughly analyzes, examines, and breaks down the information. Thoroughly answers the questions: What are the key parts of this information? How can it be classified? Thoroughly connects to prior knowledge and thoroughly explains whether or not the information changed or modified prior knowledge	Adequately analyzes, examines, and breaks down the information. Adequately answers the questions: What are the key parts of this information? How can it be classified? Adequately connects to prior knowledge and thoroughly explains whether or not the information changed or modified prior knowledge	Somewhat analyzes, examines, and breaks down the information. Somewhat answers the questions: What are the key parts of this information? How can it be classified? Somewhat connects to prior knowledge and thoroughly explains whether or not the information changed or modified prior knowledge	Does not analyze, examine, and break down the information. Does not answer the questions: What are the key parts of this information? How can it be classified? Does not connect to prior knowledge and does not explain whether or not the information changed or modified prior knowledge
Synthesizing Your score: 10	Thoroughly synthesizes prior knowledge with new learning to demonstrate continuous growth of knowledge. Thoroughly answers the questions: How can I combine this new knowledge with my prior knowledge in order to facilitate continuous growth? How can I combine all of this information to create a plan to develop my original work?	Adequately synthesizes prior knowledge with new learning to demonstrate continuous growth of knowledge. Adequately answers the questions: How can I combine this new knowledge with my prior knowledge in order to facilitate continuous growth? How can I combine all of this information to create a plan to develop my original work?	Somewhat synthesizes prior knowledge with new learning to demonstrate continuous growth of knowledge. Somewhat answers the questions: How can I combine this new knowledge with my prior knowledge in order to facilitate continuous growth? How can I combine all of this information to create a plan to develop my original work?	Does not synthesize prior knowledge with new learning to demonstrate continuous growth of knowledge. Does not answer the questions: How can I combine this new knowledge with my prior knowledge in order to facilitate continuous growth? How can I combine all of this information to create a plan to develop my original work?

<p>Evaluating Your score: 10</p>	<p>Thoroughly judges/appraises the information. Thoroughly answers the questions: Was this new knowledge effective in helping me achieve my goals? Was this new knowledge helpful, surprising, encouraging, discouraging, motivating, disagreeable, controversial?</p>	<p>Adequately judges/appraises the information. Adequately answers the questions: Was this new knowledge effective in helping me achieve my goals? Was this new knowledge helpful, surprising, encouraging, discouraging, motivating, disagreeable, controversial?</p>	<p>Somewhat judges/appraises the information. Somewhat answers the questions: Was this new knowledge effective in helping me achieve my goals? Was this new knowledge helpful, surprising, encouraging, discouraging, motivating, disagreeable, controversial?</p>	<p>Does not judge/appraise the information. Does not answer the questions: Was this new knowledge effective in helping me achieve my goals? Was this new knowledge helpful, surprising, encouraging, discouraging, motivating, disagreeable, controversial?</p>
<p>Creating Your score: 8</p>	<p>Demonstrates a clear, detailed, and well-thought-out plan describing what you will do with/as a result of this new learning. Thoroughly answers the questions: How can I blend this new knowledge with previous knowledge to create new ideas? What new questions have arisen as a result of this new information.</p>	<p>Demonstrates a clear and well-thought-out plan describing what you will do with/as a result of this new learning. Adequately answers the questions: How can I blend this new knowledge with previous knowledge to create new ideas? What new questions have arisen as a result of this new information.</p>	<p>Demonstrates a somewhat clear and well-thought-out plan describing what you will do with/as a result of this new learning. Somewhat answers the questions: How can I blend this new knowledge with previous knowledge to create new ideas? What new questions have arisen as a result of this new information.</p>	<p>Does not demonstrate an acceptable plan describing what you will do with/as a result of this new learning. Does not adequately answer the questions: How can I blend this new knowledge with previous knowledge to create new ideas? What new questions have arisen as a result of this new information.</p>
<p>Evidence of Proofreading Your score: 10</p>	<p>No grammatical, spelling, or usage errors.</p>	<p>Very few grammatical, spelling, or usage errors.</p>	<p>Too many grammatical, spelling, or usage errors.</p>	<p>Enough grammatical, spelling, or usage errors that the assessment is borderline incomprehensible.</p>
<p>Proper Heading/Format Your score: 10</p>	<p>All requirements met</p>	<p>Most requirements met</p>	<p>Some requirements met</p>	<p>Few or none of the requirements met.</p>

Professional Tone Your score: 10	Entirety of assessment is written in the appropriate professional tone.	Most of assessment is written in the appropriate professional tone.	Some of assessment is written in the appropriate professional tone.	None of assessment is written in the appropriate professional tone.
Annotated Article Your score: 10	Thoroughly annotated article submitted with assignment	Adequately annotated article submitted with assignment	Somewhat annotated article submitted with assignment	No annotated article submitted with assignment

Comments: