

Skylar, you've clearly read your sources thoroughly and used their evidence to construct your claim. However, the many errors in capitalization, punctuation, and word choice detract from your message. Your readers will expect a more formal writing style. Make these corrections for your next draft. Please see the attached rubric with your grade.

Formatted: Font: (Default) Arial, 12 pt

Formatted: Font: (Default) Arial, 12 pt

The Presidential Election of 2008

Unlike the 2000 Election, the 2008 Presidential Election was a historic election due to the story behind ~~the its~~ candidates ~~participating in it~~. For the first time in United States History, an African-American was running for the most powerful office in the United States. Illinois Senator Barack Obama was a young, African-American lawyer who was poised to be the first African-American ~~p~~President. But he was not running unopposed. John McCain, the senior Senator from Arizona, ran opposite ~~of~~ Obama.

Commented [HF1]: fragment

The story of these two candidates ~~couldn't be any more~~ different. Senator John McCain was an experienced politician serving his fourth term in Senate at the time. McCain was also a Navy Veteran who served in the Vietnam War. Obama, on the other hand, had just begun his first term as a United States Senator and had no prior military experience. Despite their differences, these two men ran in one of the most historic races in American history, foreshadowing ~~the most historic election outcome in history~~.

Commented [HF2]: Avoid contractions in your writing

Commented [HF3]: Redundant and exaggerated. Reword

The candidates in the 2008 Presidential Election displayed two different and unique communication styles ~~in order~~ to appeal to America's voting population. Barack Obama campaigned as a "Man for the People" (Alim & Smitherman, 2012). By campaigning as ~~a~~ man first and ~~a~~ politician second, he connected ~~on a personal level~~ personally with all voters, specifically African-American voters. Obama's style of campaign communication was revolutionary, and ~~in my opinion~~, this drastically affected the outcome of the election. Obama used a technique known as ~~s~~Style-shifting (Alim &

Commented [HF4]: Remove yourself from the research

Smitherman, 2012) to communicate with voters. Style-shifting is a technique where the speaker will change his or her diction, depending on the audience.

. Obama used this technique effectively and was able to appeal to a wide variety of voters. The best case of Obama using this technique was when he was eating at a restaurant in Washington, D.C. Obama had just ordered his food and was proceeding to hand a twenty-dollar bill to the cashier. When the cashier attempted to give Obama his change, Obama replied, “Nah, we straight” (Alim & Smitherman, 2012).

The use of the lexical variant of the word no, “nah,” made Obama’s appeal as a “Man for the People” (Alim & Smitherman, 2012). Obama combined his use of style-shifting with a heavy social media campaign to appeal to voters. John McCain, on the other

hand, used George W. Bush’s communication style of grassroots campaigning. McCain encouraged Americans to “Live off of the Land” (Claiborne, 2007). McCain’s entire

campaign was centered on making America more “Financially viable” (Claiborne, 2007). His ideas of financial viability were shown throughout his campaign communication

by taking advantage of free advertising events such as debates and public

speeches. These two different campaign communication styles made each candidate appeal to specific audiences, and this led to a record outcome at the polls.

Commented [HF5]: Word choice

Commented [HF6]: Repeated from above. Use a synonym

Commented [HF7]: Passive voice

Commented [HF8]: Passive voice

Analysis of the 2008 Presidential Election Results

Barack Obama won the 2008 Presidential Election and became America’s first African-American president on November 4, 2008. Obama won in the Electoral Colleges with a victory margin of 365 – 173 and won 52.86% of the popular vote (Leip, 2012). When it came down to the actual election, Obama had

69,499,428 compared to 59,950,323 votes the McCain obtained (Leip, 2012). The 2008 Elections also had a rise in the amount of African-Americans who participated in the election. About 65% of African-Americans s voted in the election, which equates to about 16 million of the 131 million votes cast (File, 2013). I believe that Obama's ability to style-shift allowed him to connect with a diverse group of voters, s specifically African-American and young voters.

The 2008 Presidential Election was a groundbreaking election for African American voters. As a result, in the election that produced the nation's first black president, the historical gap between black and white voter participation rates overall virtually evaporated (Roberts, 2009). African-American voter turnout percentage would surpass the voter turnout percentage of Non-Hispanic White voters in 2012 by about 2% (File, 2013). This leads me to believe that Obama's communication skills, and not his race, made African Americans identify with him and ultimately vote for him.

Conclusion of my Research

Presidential Campaign Communication is what can make or break a Presidential Candidate's campaign. According to Smith (2012), "In order to be effective as a candidate, you must be able to appeal to a wide variety of audiences."(p.2). In the past four elections, American voters have selected presidents who have done just that and have appealed to their own personal beliefs. This has definitely given me a new outlook on elections and how communication can affect all voters, especially African American voters.

Commented [HF9]: Redundant

Commented [HF10]: Informal word choice

Commented [HF11]: Avoid first-person pronouns

WRITTEN COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org



Definition

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

Score: 13/20 65% D	Capstone 4	Milestones		Benchmark 1
		3	2	
Context of and Purpose for Writing: 2 <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions). <u>Show more awareness of audience perceptions by removing first person and other informal language.</u>	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content Development: 4	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work. <u>Good use of examples from your sources.</u>	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.

Formatted: English (United States)

Formatted Table

Formatted: English (United States)

Formatted: English (United States)

Formatted: English (United States)

Formatted: English (United States)

<p>Genre and Disciplinary Conventions: 2 <i>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).</i></p>	<p>Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices</p>	<p>Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices</p>	<p>Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation <u>Organization is good, but stylistic choices do not match academic conventions</u></p>	<p>Attempts to use a consistent system for basic organization and presentation.</p>
<p>Sources and Evidence: 4</p>	<p>Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing <u>Sources are credible, scholarly, and relevant to your research purpose</u></p>	<p>Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.</p>	<p>Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.</p>	<p>Demonstrates an attempt to use sources to support ideas in the writing.</p>
<p>Control of Syntax and Mechanics: 1</p>	<p>Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.</p>	<p>Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.</p>	<p>Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.</p>	<p>Uses language that sometimes impedes meaning because of errors in usage. <u>Many errors in grammar and mechanics impact readability</u></p>

Formatted: English (United States)

Formatted: English (United States)

Formatted: English (United States)

Formatted: English (United States)