

Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.

COURSE SYLLABUS

DBFA 605

PUBLIC POLICY AND ADVOCACY STRATEGIES

COURSE DESCRIPTION

This course reviews public policy issues that threaten the Judeo-Christian heritage of America's founding principles. Effective argumentation and critical thinking skills and strategies are offered for advocating on behalf of marriages and families in the 21st century. Ethical concerns and multicultural factors are also considered.

RATIONALE

This course equips students to advocate for Judeo-Christian marriage and family values in the public policy arena.

I. PREREQUISITE

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

II. REQUIRED RESOURCE PURCHASE

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

III. RECOMMENDED RESOURCES

Bennett, W. J. (2006). *America: The last best hope* (Vol. 1). Nashville, TN: Thomas Nelson. ISBN: 9781595551115.

Dees, R. F. (2014). *Resilient nations*. San Diego, CA: Creative Team Publishing. ISBN: 9780989797566.

Sire, J. W. (2009). *The universe next door: A basic worldview catalog* (5th ed.). Downers Grove, IL: InterVarsity Press. ISBN: 9780830838509.

IV. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio/video equipment
- B. Internet access (broadband recommended)
- C. Microsoft Word
- D. American Psychological Association. *Publication manual of the American Psychological Association* (Current ed). Washington, DC: Author.

V. MEASURABLE LEARNING OUTCOMES

Upon successful completion of this course, the student will be able to:

- A. Identify the differences between advocacy and lobbying.
- B. Describe what the law permits nonprofits to do in relation to elections and the major types of advocacy strategies and tactics that nonprofits can utilize.
- C. Identify and explain the 21st century public policy issues threatening America's Judeo-Christian heritage.
- D. Articulate how the breakdown of the family unit is leading to a breakdown within society at large.
- E. Defend why and how the definition of marriage as man and woman is the biblical and societal ideal created by God.
- F. Develop a comprehensive and practical approach to argumentation and critical thinking to construct and present arguments on questions of fact, value and policy for traditional marriage and family.
- G. Identify successful technology-based and social media advocacy strategies.

VI. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and lecture presentations/notes
- B. Course Requirements Checklist

After reading the Course Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.

- C. Discussion Board Forums (4)

Discussion boards are collaborative learning experiences. Therefore, each forum will require the student to answer questions with a minimum of 400 words based on that particular module/week's readings (Dr. Dobson's works and/or the core text), as well as video/audio content. The student will be required to post at least two (2) replies of 200 words each to other students' threads.

- D. Advocacy Project

For this assignment, the student will draw on his/her studies to produce an advocacy piece for the issue featured in the Persuasive Essay and using the communicative mode of his/her choice. The issue in the Persuasive Essay will be used to create a local advocacy project. After giving some thought to any specific action plan(s) to be encouraged, the other key part of this assignment is to choose an appropriate *mode* for how this advocacy might work (e.g., oral, written, visual, digital, live, online, recorded, etc.).

The student will be given an opportunity to justify his/her choice of mode, so the choice itself needs to be a rhetorically sound, deliberate, and based on the conditions under which the desired audience will encounter the advocacy piece. Examples include a short video, a speech/public talk of some sort, a podcast, a brief written appeal to be placed in an appropriate venue, a visual flyer or poster, some sort of flash performance, etc.

The aims of this assignment are twofold: 1) to demonstrate an awareness of what

constitutes effective advocacy (e.g., its differences from persuasion), and 2) to show a strong awareness of the rhetorical benefits of different modes of communication, as well as their weaknesses.

Part 1

Topic and Mode Rationale: The student will submit a topic with a 200-word rationale for the mode of choice (with at least 3 cited sources) detailing why the issue is relevant to public policy and the mode of choice is being chosen.

Part 2

Outline: The student will submit an outline for the project and include at least 5 sources.

Part 3

Final: The Advocacy Project is to be submitted along with a detailed summary of the project; this is at least 6–7 pages in length.

E. Persuasive Essay

Using the Advocacy Project Topic, the student will research and write a 4–5-page persuasive essay (not including Title Page or References) in current APA format. The essay must debate on behalf of that policy issue both arguing for the issue, but also intellectually debating against the arguments of the other side.

F. 4-MAT Book Review

The 4-MAT Book Review system is a way of responding to readings that requires the learner to interact with new ideas on several levels, including a Summary, Concrete Responses, a Reflection, and personal Application. The student will complete a 4-MAT Book Review of *Personal Faith, Public Policy*. Please see the specific assignment instructions included with the course materials.

VII. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist	10
Discussion Board Forums (4 at 100 pts. ea.)	400
Advocacy Project	
Topic and Mode Rationale	50
Outline	50
Final	200
Persuasive Essay	150
4-MAT Book Review	150
Total	1010

B. Scale

A = 940–1010 A- = 920–939 B+ = 900–919 B = 860–899 B- = 840–859
 C+ = 820–839 C = 780–819 C- = 760–779 D+ = 740–759 D = 700–739

D- = 680–699 F = 0–679

C. Instructor Availability

Instructors will answer emails within 24–48 hours. Written feedback will be given on written assignments. Instructors will comment on some, but not all, Discussion Board Forum posts.

D. Tests/Exams

1. For timed tests/exams students are required to complete the exam within the assigned time. For students who exceed this time limit a penalty of 1 point may be deducted for each minute they exceed the assigned time limit.
2. Students must take the exam during the assigned module/week. Late submissions will be penalized at 5% per day, cumulative, with no test/exam being accepted seven (7) days after the original due date without written approval from the professor. Whenever possible, this approval must be sought prior to the test/exam due date.

E. Dual Relationship

The faculty is responsible to interact with counseling students in a supervisory capacity/role. As such, faculty may provide students professional principles, guidance, and recommendations as it relates to the context of the student-client setting. The faculty is responsible to avoid dual relationships with students such as entering a student-counselor or student-pastor relationship. Thus, the faculty does not provide personal counseling addressing student personal problems. If a faculty member perceives that a student is in need of personal or professional counseling, then that faculty member will recommend that the student pursue either pastoral or professional assistance from a counselor in their community.

F. Limits of Confidentiality

In the event of a student's disclosure, either verbally or in writing, of threat of serious or foreseeable harm to self or others, abuse or neglect of a minor, elderly or disabled person, or current involvement in criminal activity, the faculty, staff, administrator, or supervisor will take immediate action. This action may include, but is not limited to, immediate notification of appropriate state law enforcement or social services personnel, emergency contacts, and notification of the appropriate program chair or online dean. The incident and action taken will become part of the student's permanent record.

G. Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.

COURSE SCHEDULE

DBFA 605

Textbooks: Avner et al., *The Lobbying and Advocacy Handbook for Nonprofit Organizations* (2013).
 Girgis et al., *What Is Marriage? Man and Woman: A Defense* (2012).
 Jackson & Perkins, *Personal Faith, Public Policy* (2008).
 Rybacki & Rybacki, *Advocacy and Opposition: An Introduction to Argumentation* (2012).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Personal Faith, Public Policy Jackson & Perkins: chs. 1–7 4 presentations 3 audio clips 1 document	Course Requirements Checklist Class Introductions DB Forum 1 – Thread	10 0 50
2	Personal Faith, Public Policy Jackson & Perkins: ch. 8– Conclusion 2 presentations 5 audio clips 1 document	DB Forum 1 – Replies Advocacy Project – Topic and Mode Rationale	50 50
3	What Is Marriage? Girgis et al.: Introduction–ch. 4 2 presentations 3 audio clips 1 report	DB Forum 2 – Thread Persuasive Essay	50 150
4	What Is Marriage? Girgis et al.: ch. 5–Conclusion 2 presentations 2 audio clips 1 document	DB Forum 2 – Replies Advocacy Project – Outline	50 50
5	Advocacy Avner et al.: Introduction–ch. 2 Rybacki & Rybacki: chs. 1–2 1 presentation 3 audio clips 1 document	DB Forum 3 – Thread	50
6	Advocacy Avner et al.: ch. 3–Conclusion Rybacki & Rybacki: chs. 3–4 3 presentations 3 audio clips 1 document	DB Forum 3 – Replies 4-MAT Book Review	50 150

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
7	Argumentation Rybacki & Rybacki: chs. 5–8 2 presentations 6 audio clips 1 document	DB Forum 4 – Thread	50
8	Argumentation Rybacki & Rybacki: chs. 9–11 2 presentations 2 audio clips 1 document	DB Forum 4 – Replies Advocacy Project – Final	50 200
TOTAL			1010

DB = Discussion Board

NOTE: Each course module/week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.