

**Experiments in Social Science
MC7202 / POLI 7964 / SOCL 7213**

Class Time: Tu 2:30-5:20
Classroom: Hodges B-11

Professor: Dr. Christopher Mann
E-mail: cmann13@lsu.edu
Office Location: Hodges 210
Office Hours: Tu & Th 9-10:30, Tu & Th 12-2:30, and by appointment

Course Description:

Social science increasingly relies on experiments to understand the causes of behaviors, attitudes and events: why do people vote, what is the effect of campaign ads, how does the media influence attitudes, why do people torture others, how much discrimination still exists, why do some ads sell products and other don't, and many more questions. In this course, we will discuss the logic of experiments, its strengths and weaknesses compared to other ways of studying questions in communication, political science and other parts of social science, and the ways in which experimentation has been -- and could be -- used to investigate communication, political, social, and economic phenomena. Students will learn how to interpret, design, and execute experiments.

The course is a seminar, so reading, preparation, and participation are vital to your success.

Learning Outcomes: Upon completion of this course, students should be able to:

1. Understand the value and limits of experiments in the social sciences
2. Interpret and critique published experiments in the social sciences
3. Understand ethical considerations for social science experiments
4. Describe the differences between lab, survey and field experiments
5. Identify a valid natural experiment
6. Design a social science experiment
7. Implement a social science experiment
8. Analyze a social science experiment

Contact Info: Email is the most reliable way to reach me. Although I try to respond quickly, I do not check email constantly so expect delays of up to 12-24 hours during the week and occasionally no response between Friday afternoon and Monday morning. If you need to reach me, please plan ahead. When sending an email message, please include your full name and the course number.

For class related communication, I will use the email address you have listed in Moodle to contact you, including any important announcements, so it is important to make sure that your email account listed with Moodle is up-to-date.

Course Website: All students officially registered for the course can access the course's Moodle page. The Moodle page includes a course syllabus, announcements, readings, assignments, and any other relevant course information.

Class Decorum: In addition to learning about experiments, you are preparing for 'real life' after graduation. As such, you are expected to comport yourself in class just as you would as a professional in the 'real world'. You are expected to be on time, pay attention, refrain from talking in class or other interruptions, or engage in other distractions (text messaging, surfing the web on your computer, etc).

Cell phones must be turned off and put away prior to class (along with any other electronic device that will ring, buzz, or make other noises/flash lights/etc).

Eating and gum chewing are not allowed in class. You may bring water or other non-alcoholic beverages in a spill resistant container for consumption during class.

Failure to behave with proper decorum in class may result in grade penalties.

Accessibility Resources: Reasonable accommodations will be provided for students who have a documented disability. Please contact me by e-mail or during office hours during the first two weeks of school if you will be arranging alternative accommodations.

Participation: This is a seminar, so you are expected to contribute to the discussion each week. Contributions may include questions for the professor and/or classmates, critiques of the readings, debates about relevant issues/questions.

Part of participation is being prepared for class. You cannot fully participate in the discussions if you are not prepared. Since this is a 7000 level seminar, there is a significant amount of reading. I expect that you will spend about 5 hours each week to complete reading, although there is some variation by weeks.

All students should be prepared to provide a brief synopsis of any or all of the readings assigned for the week. If folks appear to not be adequately prepared for class, I reserve the right to pop-quizzes and other techniques. Please be prepared, you don't want to be the one who forces me to impose these sorts of things on your classmates.

All class discussions must be conducted in a respectful manner. Any insulting, demeaning, threatening, or other inappropriate behavior will not be tolerated. Should such behavior occur, you will be asked to leave the class immediately and your participation grade will be significantly impacted. Repeated violations may result in failing the course.

Final Project: The major assignment in this course is conducting your own experiment. This assignment has three stages:

1. A research prospectus outlining your hypothesis, research design, and plans for analysis
2. A presentation of your experiment and results during the final week of class
3. A paper reporting your experiment and results

Grading: The class will be graded based upon participation, a mid-term, a problem set, and your final project. The final project has three phases: a prospectus/research design, a presentation, and a paper.

Participation:	15%
Problem Sets:	10%
Mid-term:	20%
Prospectus:	10%
Final Presentation:	10%
Final Paper:	20%

Grading scale:

A	90-100
B	80-89.99
C	70-79.99
D	60-69.99
F	0-59.99

Grade changes: I do make mistakes, so I am willing to review an assignment, exam, or final project grade you believe to be incorrect. However, a request to review a grade means that I will fully reconsider the grade assigned. Therefore, the assigned grade may go *up* or *down* based on my review (note: past grade reviews have resulted in changes *up* and *down*). You may be asked to explain your reasoning for a higher grade in writing before I will review any assignment.

Late Submission of Assignments: Unexcused late assignments will not be accepted and will not be graded. If you have a good reason that something will be late, talk to me in advance. Otherwise, late assignments will only be accepted due to documented serious illness or a family emergency. Start assignments early and protect yourself against computer failures. Retain an electronic version of your work.

Class Cancellation: In the event a class is canceled (due to natural disaster, instructor illness, etc.) you are still responsible for having done the work assigned on this syllabus by its due date.

Required Reading: Most of the readings for the course are posted on Moodle. There are three books for this course:

Ayres, Ian. (2008). *Super crunchers: Why thinking-by-numbers is the new way to be smart*. Random House Digital, Inc..

Gerber, Alan S., & Green, Donald P. (2012). *Field experiments: Design, analysis, and interpretation*. WW Norton.

Dunning, Thad. (2012). *Natural experiments in the social sciences: a design-based approach*. Cambridge University Press.

Course Outline & Readings

Tuesday, January 21 **Review of Syllabus - Introduction to Experiments in Social Science**

Tuesday, January 28 **Why experiments?**

Ayres, Ian. 2007. *Super Crunchers: Why Thinking-by-Numbers Is the New Way to Be Smart*. New York: Bantam.

Random Harvest. *The Economist*. December 14, 2013.

Nothing More Than Feelings. *The Economist*. December 7, 2013.

Gerber, Alan S., Donald P. Green, and Edward H. Kaplan. 2004. The Illusion of Learning from Observational Research. In Ian Shapiro, Rogers Smith, and Tarek Massoud, eds., *Problems and Methods in the Study of Politics*. New York: Cambridge University Press, pp. 251-73.

Druckman, James N., Donald P. Green, James H. Kuklinski, and Arthur Lupia, n.d.. "Experimentation in Political Science", forthcoming in *Cambridge Handbook of Experimental Political Science*, James N. Druckman, Donald P. Green, James H. Kuklinski, and Arthur Lupia (eds). (Accessible at: <http://groups.polisci.northwestern.edu/researchpool/Handbook.pdf>)

Druckman, James N., Donald P. Green, James H. Kuklinski, and Arthur Lupia, n.d.. "Experiments: An Introduction to Core Concepts", forthcoming in *Cambridge Handbook of Experimental Political Science*, James N. Druckman, Donald P. Green, James H. Kuklinski, and Arthur Lupia (eds). (Accessible at <http://groups.polisci.northwestern.edu/researchpool/Handbook.pdf>)

Additional Readings

Arceneaux, Kevin, 2010. The Benefits of Experimental Methods for the Study of Campaign Effects. *Political Communication*, 27:199–215.

Babbie, Earl. 2001. *The Practice of Social Research*, 9th Ed. New York: Wadsworth, pp. 216-36.

Green, Donald P., and Alan S. Gerber. 2002. Reclaiming the Experimental Tradition in Political Science. In Helen V. Milner and Ira Katznelson, eds., *Political Science: The State of the Discipline*, 3rd Edition. New York: W.W. Norton & Co., pp. 805-32.

Gilbert, John P., Richard J. Light, and Frederick Mosteller. 1979. How Well Do Social Innovations Work? In Judith M. Tanur, et al., eds. *Statistics: A Guide to the Unknown* (2nd ed.). San Francisco: Holden-Day.

Campbell, Donald T. 1969. Reforms as Experiments. *American Psychologist* 24: 409-29.

Tuesday, February 4 **Analyzing Experiments**

Tuesday, February 11

Moore, David S. and George P. McCabe. 1999. *Introduction to the Practice of Statistics*, 3rd Ed. New York: W.H. Freeman. Pp. 135-42, 538-46, 624-632.

Gerber, Alan S. & Donald P. Green, 2012. *Field Experiments: Design, Analysis, and Interpretation*. Cambridge University Press. Chapters 1-4

Page, Stewart. 1998. Accepting the Gay Person: Rental Accommodation in the Community, *Journal of Homosexuality*, 36 (2) pp.31-39

Rind, Bruce and Prashant Bordia. 1996. Effect on Restaurant Tipping of Male and Female Servers Drawing a Happy, Smiling Face on the Backs of Customers' Checks. *Journal of Applied Social Psychology* 26(3): 218-225.

Tuesday, February 18 Lab Experiments

- Iyengar, Shanto, n.d.. "Laboratory Experiments in Political Science", forthcoming in *Cambridge Handbook of Experimental Political Science*, James N. Druckman, Donald P. Green, James H. Kuklinski, and Arthur Lupia (eds). (Accessible at <http://groups.polisci.northwestern.edu/researchpool/Handbook.pdf>)
- Druckman, James & Cindy Kam, n.d. "Students as Experimental Participants: A Defense of the "Narrow Data Base"", forthcoming in *Cambridge Handbook of Experimental Political Science*, James N. Druckman, Donald P. Green, James H. Kuklinski, and Arthur Lupia (eds).
- Kam, Cindy D., Jennifer R. Wilking and Elizabeth J. Zechmeister, 2007. "Beyond the "Narrow Data Base": Another Convenience Sample for Experimental Research", *Political Behavior* 29:4 415-440.
- Berinsky, Adam J., Gregory A. Huber, and Gabriel S. Lenz. "Evaluating online labor markets for experimental research: Amazon.com's mechanical turk." *Political Analysis* 20.3 (2012): 351-368.
- Brader, Ted, 2005. "Striking a Responsive Chord: How Political Ads Motivate and Persuade Voters by Appealing to Emotions". *American Journal of Political Science* 49:2 388-405.
- Weber, Christopher, Johanna Dunaway and Tyler Johnson, 2011. It's All in the Name: Source Cue Ambiguity and the Persuasive Appeal of Campaign Ads. *Political Behavior* (forthcoming).
- Mutz, Diana C. and Byron Reeves. 2005. The New Video Malaise: Effects of Televised Incivility on Political Trust. *American Political Science Review* 99(February):1-15.
- Arceneaux, Kevin, Martin Johnson, and Chad Murphy. "Polarized political communication, oppositional media hostility, and selective exposure." *The Journal of Politics* 74.1 (2012): 174-186.
- Nicole S. Dahmen, 2012. Photographic Framing in the Stem Cell Debate: Integrating Eye-Tracking Data for a New Dimension of Media Effects Research. *American Behavioral Scientist* 56: 189-203
- Miller, Andrea. "Watching viewers watch TV: Processing live, breaking, and emotional news in a naturalistic setting." *Journalism & Mass Communication Quarterly* 83.3 (2006): 511-529.

Additional Readings

- Asch, S.E. 1958. Effects of Group Pressure upon the Modification and Distortion of Judgments. In E.E. Macoby et al. (Eds.) *Readings in Social Psychology*, 3rd Ed. New York: Holt, Rinehart, and Winston.
- Sears, David O. 1986. College Sophomores In The Laboratory - Influences Of A Narrow Database On Social-Psychology View Of Human Nature. *Journal of Personality And Social Psychology* 51(3): 515-530.
- Anderson, Craig A. 1997. External Validity of "Trivial" Experiments: The Case of Laboratory Aggression. *Journal of General Psychology* 1(1):19-41.

Tuesday, February 25 **Survey Experiments**

- Sniderman, Paul M., n.d.. "The Logic and Design of the Survey Experiment: An Autobiography of a Methodological Innovation", forthcoming in *Cambridge Handbook of Experimental Political Science*, James N. Druckman, Donald P. Green, James H. Kuklinski, and Arthur Lupia (eds). (Accessible at <http://groups.polisci.northwestern.edu/researchpool/Handbook.pdf>)
- Gaines, Brian J., James Kuklinski & Paul Quirk, 2007. "The Logic of the Survey Experiment Reexamined", *Political Analysis* 15:1–20
- Barabas, Jason & Jennifer Jerit, 2010. "Are Survey Experiments Externally Valid?" *American Political Science Review* 104:2 226-242.
- Harbridge, Laurel, and Neil Malhotra, 2011. "Electoral Incentives and Partisan Conflict in Congress: Evidence from Survey Experiments", *American Journal of Political Science* 55:3 494-510
- Sara Rosengren, Micael Dahlén, and Erik Modig, 2013. Think Outside the Ad: Can Advertising Creativity Benefit More Than the Advertiser? *Journal of Advertising*, 42(4), 320–330
- Nicholson, S. P. (2011). Dominating Cues and the Limits of Elite Influence. *Journal of Politics*, 73(4), 1165-177.
- Bullock, John G. "Elite influence on public opinion in an informed electorate." *American Political Science Review* 105.03 (2011): 496-515.
- Doherty, David, Conor M. Dowling, and Michael G. Miller. "Are Financial or Moral Scandals Worse? It Depends." *PS: Political Science & Politics* 44.04 (2011): 749-757.

Additional Readings

- Sniderman, Paul M. and Douglas B. Grob. 1996. Innovations in Experimental Design in Attitude Surveys. *Annual Review of Sociology* 22:377-99.

Tuesday, March 4

MARDI GRAS

Tuesday, March 11

Field Experiments

- Gerber, Alan S., n.d.. "Field Experiments in Political Science", forthcoming in *Cambridge Handbook of Experimental Political Science*, James N. Druckman, Donald P. Green, James H. Kuklinski, and Arthur Lupia (eds). (Accessible at <http://groups.polisci.northwestern.edu/researchpool/Handbook.pdf>)
- McDermott, Rose, n.d.. "Internal and External Validity", forthcoming in *Cambridge Handbook of Experimental Political Science*, James N. Druckman, Donald P. Green, James H. Kuklinski, and Arthur Lupia (eds). (Accessible at: <http://groups.polisci.northwestern.edu/researchpool/Handbook.pdf>)
- Green, D. P., McGrath, M. C., & Aronow, P. M. (2013). Field experiments and the study of voter turnout. *Journal of Elections, Public Opinion & Parties*, 23(1), 27-48.
- Butler, Daniel M. and David E. Broockman, 2011. "Do Politicians Racially Discriminate against Constituents? A Field Experiment on State Legislators", *American Journal of Political Science* 55:3 463-477.
- Bertrand, Marianne and Sendhil Mullanathan. 2004. Are Emily and Greg More Employable than Lakisha and Jamil? A Field Experiment on Labor Market Discrimination. *The American Economic Review* 94(4): 991-1013.

Arceneaux, Kevin, and Robin Kolodny. 2009. "Educating the Least Informed: Group Endorsements in a Grassroots Campaign," *American Journal of Political Science*, 53 (4): 755-70.

Paluck, Elizabeth Levy and Donald P. Green, 2009. Deference, Dissent, and Dispute Resolution: An Experimental Intervention Using Mass Media to Change Norms and Behavior in Rwanda. *American Political Science Review* 103:4 622-644.

Alan S. Gerber, Dean Karlan, & Daniel Bergan, 2009. Does the Media Matter? A Field Experiment Measuring the Effect of Newspapers on Voting. *American Economic Journal: Applied Economics*, Vol. 1, No. 2, pp. 35-52

Additional Readings

Gerber, Alan S., and Donald Green. 2008. Chapter 15: Field Experiments and Natural Experiments. *Oxford Handbook of Political Methodology*. USA: Oxford University Press, pp. 357-381.

Tuesday, March 18

Field Experiments - Beyond Simple Designs

Gerber, Alan S. & Donald P. Green, 2012. *Field Experiments: Design, Analysis, and Interpretation*. Cambridge University Press. Chapters 5-9

Gerber, Alan S., and Donald P. Green. 2000. The Effects of Canvassing, Direct Mail, and Telephone Contact on Voter Turnout: A Field Experiment. *American Political Science Review* 94:653-63.

Sondheimer, Rachel M. & Donald Green, 2010. "Using Experiments to Estimate the Effects of Education on Voter Turnout", *American Journal of Political Science*, 54:1 174-189.

Doherty, Daniel, Alan S. Gerber, Donald P. Green. 2006. Personal Income and Attitudes toward Redistribution: A Study of Lottery Winners. *Political Psychology* 27(3): 441-458.

Mann, Christopher B. and Casey A. Klofstad, (in press, available online December 2013). "The Role of Call Quality in Voter Mobilization: Implications for Electoral Outcomes & Experimental Design". *Political Behavior*. DOI: 10.1007/s11109-013-9264-y

McConnell, Margaret, Betsy Sinclair & Donald P. Green, 2011. "Detecting Social Networks: Design and Analysis of Multilevel Experiments", forthcoming in *American Journal of Political Science*.

Additional Readings

Angrist, Joshua D., Guido W. Imbens, and Donald B. Rubin. 1996.

Identification of Causal Effects Using Instrumental Variables. *Journal of the American Statistical Association*, 91 (434): 444-55.

Sovey, Allison and Donald P. Green, 2010. Instrumental Variables Estimation in Political Science: A Readers' Guide. *American Journal of Political Science* 55:1 188-200.

Tuesday, March 25

Protocol & Design

<Mid-Term Exam Due>

Gerber, Alan S. & Donald P. Green, 2012. *Field Experiments: Design, Analysis, and Interpretation*. Cambridge University Press. Chapters 12-13 (Writing an Experimental Prospectus, Research Report, and Journal Article & Experimental Challenges and Opportunities)

Lupia, Arthur, 2010. "Procedural Transparency, Experiments and the Credibility of Political Science", *The Experimental Scientist*, October 2010, 5-9.

Druckman, James, 2010. "Experimental Myths", *The Experimental Scientist*, October 2010, 9-12.

Leeper, Thomas, 2011. "The Role of Protocol in the Design and Reporting of Experiments", *The Experimental Scientist*, May 2011, 5-10.

CONSORT 2010 Statement

McDermott, Rose. 2013 "Research Transparency and Data Archiving for Experiments". *PS:Political Science* 47:1 p67-71

Green, Donald P. 2013 "Bayes' Rule and the Paradox of Pre-Registration of RCTs" (blog post)

Humphreys, Macartan. 2013. "Monkey Business" (blog post on preregistration)

Additional Readings

Nickerson, David W. 2005 "Scalable Protocols Offer Efficient Design for Field Experiments," *Political Analysis* 13:233-252

Gerber, Alan S., Donald P. Green, Edward H. Kaplan and Holger L. Kern, 2010. Baseline, Placebo, and Treatment: Efficient Estimation for Three-Group Experiments. *Political Analysis* 18 (3): 297-315

Humphreys, M., de la Sierra, R. S., & van der Windt, P. (2013). Fishing, commitment, and communication: A proposal for comprehensive nonbinding research registration. *Political Analysis*, 21(1), 1-20.

Gerber, Alan S. & Donald P. Green, 2012. *Field Experiments: Design, Analysis, and Interpretation*. Cambridge University Press. Chapters 10-11

Ethics of Experimentation

Assignment: Bring notice of completion for Human Subjects Research Training for University of Miami (<https://www.citiprogram.org/Default.asp?>)

[VIDEO] Millgram Experiment

(http://www.dailymotion.com/video/xb8dmu_obedience-to-authority-stanley-milg_webcam)

[VIDEO] Stanford Prison Experiment

(http://www.dailymotion.com/video/x2ya1j_stanford-prison-experiment_events)

Zimbardo, Philip G. 1973. A Pirandellian Prison. *New York Times Magazine*. April 8, p.28.

Additional Readings

Milgram, Stanley. 1974. *Obedience to Authority: An Experimental View*. New York: Harper and Row.

Both the Millgram Experiment and the Stanford Prison Experiment are the subject of numerous interesting documentaries (and docudramas) that can be found online

Tuesday, April 1

Human Subjects Review of Research Prospectuses

Presentation of Research Prospectuses - Each student will give a 5 minute presentation of their proposed final experiment, including hypotheses, research design, and data collection methods.

<Research Prospectuses Due>

Tuesday, April 8

Natural Experiments, Quasi-Experiments, and Regression Discontinuity Designs

<Revised Research Prospectus Due>

Dunning, Thad. 2012. *Natural experiments in the social sciences: a design-based approach*. Cambridge University Press. Chapter 1-5, 8 & 10

Hill, Russell A., and Robert A. Barton. 2005. Red Enhances Human Performance in Contests. *Nature* 435 (19 May): 293.

Erikson, Robert, and Laura Stoker, 2011. "Caught in the Draft: The Effects of Vietnam Draft Lottery Status on Political Attitudes". *American Political Science Review* 105:2 201-237

Gerber, Alan S., Daniel P. Kessler, Marc Meredith, 2011, The Persuasive Effects of Direct Mail: A Regression Discontinuity Based Approach. *Journal of Politics* 73:1 140-155.

Meredith, Marc and Neil Malhotra, "Convenience Voting Can Affect Election Outcomes", *Election Law Journal*.

Additional Readings

Imbens, Guido and Thomas Lemieux. 2008. Regression Discontinuity Designs: A Guide to Practice. *Journal of Econometrics* 142: 615-635.

Broockman, David E. 2009, "Do Congressional Candidates Have Reverse Coattails? Evidence from a Regression Discontinuity Design", *Political Analysis* 17:418-434

Elis, Roy, Neil Malhotra, and Marc Meredith, 2009. "Apportionment Cycles as Natural Experiments", *Political Analysis* 17:358-376.

Tuesday, April 15

SPRING BREAK

Tuesday, April 22

Experiment Troubleshooting (In Class)

Downstream Effects

Sondheimer, Rachel M., n.d.. "Analyzing the Downstream Effects of Randomized Experiments", forthcoming in *Cambridge Handbook of Experimental Political Science*, James N. Druckman, Donald P. Green, James H. Kuklinski, and Arthur Lupia (eds). (Accessible at <http://groups.polisci.northwestern.edu/researchpool/Handbook.pdf>)

Davenport, Tiffany C., Alan S. Gerber, Donald P. Green, Christopher W. Larimer, Christopher B. Mann and Costas Panagopoulos, "The Enduring Effects of Social Pressure: Tracking Campaign Experiments Over a Series of Elections", *Political Behavior*, 32:3 423-30.

Additional Readings

Green, Donald P., and Alan S. Gerber. 2002. The Downstream Benefits of Experimentation. *Political Analysis* 10(4): 394-402.

Tuesday, April 29

Presentation of Student Experiments - *Students will give 15 minute oral presentations on the design and findings of their experiment. Please prepare a 1-2 page handout to accompany presentation.*

Suggested Readings

Salmond & Smith, 2011 "Cheating Death-by-Powerpoint: Effective Use of Visual Aids at Professional Conferences", *PS: Political Science*, 2011

Wednesday, May 7

Final Papers Due @ Wednesday May 7, 3:00pm

The instructor reserves the right to make changes to the schedule and syllabus with notice to the students.

Advice For Being Successful in Class

Most of you will know instinctively much or all of what is below. However, experience has taught me that there are one or two people every semester who miss an important point or two. Therefore, in order to answer (or better yet avoid) as many questions as possible in advance:

- The time to begin caring about your grade is at the beginning of the semester, not the night before an exam or, even worse, the week before the final.
- It is really important to come to class. Lectures expand on the text and other readings, they do not simply repeat it. Occasionally, someone will say that in her/his other classes, the instructor repeats what is in the text, and studying at home has always allowed her to pass before. This is not that sort of class!
- All the material is important: I wouldn't ask you to read something I thought was trivial, or bother to prepare lectures I didn't think were important. Please don't ask what you should study, since the answer will be all of these things. The color schemes on the Powerpoints are more than adequate guidance for studying.
- If you use a laptop for your notes, be sure to back up everything. Laptops have an intensely upsetting habit of crashing, often right before exams.
- It is wise to read over your notes after class, and fill in blanks while the material is still fresh in your mind. Things that one thinks one will remember become dimmer in one's mind as time passes.
- Try to study for exams ahead of time. That way, if something doesn't make sense, you have plenty of time to ask for an explanation. Don't be afraid to ask questions
- Exam questions test how well you have absorbed and integrated the information presented in readings and in class, as well as your analytic skills. Do not assume that you can get by with simply giving your opinion on a question, without incorporating what you (should) have learned from the readings and lectures.
- Exam questions require you to understand the material, not merely to memorize it. You will need to make connections between different parts of lectures and reading. Answers will require thought, not simply regurgitation of flash cards.
- Some questions have more than one part; be sure you have answered all of them
- Re-read your answers before turning in the exam. Be sure that you have answered the question actually asked in its entirety. It is also helpful to correct any errors in spelling and grammar.
- Occasionally, an emergency occurs and you will be unable to come to class. Since, by definition, no one plans on an emergency, think ahead. Find a classmate or two, preferably people with neat handwriting and orderly thought processes, to borrow notes from if the need should arise. Exchange telephone numbers and email addresses. In the event you miss class due to an emergency, I will be happy to answer questions during office hours about things that are unclear from the notes you receive – just as I am happy to answer questions about things that are unclear when you attend class. However, I will not summarize or repeat the lecture for you.

Professional Values and Competencies:

The Accrediting Council on Education in Journalism and Mass Communications requires that, irrespective of their particular specialization, all graduates should be aware of certain core values and competencies and be able to:

- 1 understand and apply the principles and laws of freedom of speech and press for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
- 2 demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
- 3 demonstrate an understanding of gender, race ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications;
- 4 demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;
- 5 understand concepts and apply theories in the use and presentation of images and information;
- 6 demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- 7 think critically, creatively and independently;
- 8 conduct research and evaluate information by methods appropriate to the communications professions in which they work;
- 9 write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- 10 critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- 11 apply basic numerical and statistical concepts;
- 12 apply current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world.

Manship School of Mass Communication
WRITING ESSENTIALS

Writing skills are essential for all of our students, and writing is a skill to be developed in all courses offered in the Manship School of Mass Communication. I will grade and evaluate student your writing assignments in this class with these fundamental writing concepts in mind.

WORD CHOICE	<p>The following words are often confused or misused in writing. Make sure you understand the difference:</p> <ul style="list-style-type: none"> • accept, except • a lot • all right • affect, effect • among, between • anxious, eager • because, since • due to, because of • farther, further • fewer, less • its, it's • media (plural), medium (singular) • principal, principle • stationary, stationery 	
ACTIVE/PASSIVE VOICE	<p>English sentences have three basic elements: a subject, a verb, and an object. In active voice sentences, the verb is the action element of the sentence, the subject is the "doer" of the action, and the object is the recipient of the action. In passive voice sentences, the subject is not "doer" of the action; the object becomes the "doer" of the action. These sentences flip-flop the subject and the object. In general, active voice sentences are preferred because they focus the reader's attention on the "doer of the action." Active voice is also more concise because it usually involves fewer words. Although there are situations where passive voice is proper, reliance on passive voice produces a cumbersome text.</p>	<p>Active: The executive committee <u>approved</u> the new policy.</p> <p>Passive: The new policy <u>was approved</u> by the executive committee.</p>
ANTECEDENT/ PRONOUN AGREEMENT	<p>A pronoun usually refers to something earlier in the text (its <u>antecedent</u>) and must agree in number — singular/plural — with that to which it refers. A pronoun's antecedent may be either a noun or another pronoun, but it <i>must</i> be clear what the antecedent is in either case.</p> <p>A pronoun should have only one possible antecedent. If there is more than one possible antecedent for a personal pronoun in a sentence, make sure that the pronoun refers only to one of them:</p> <p>Also, please note that countries and organizations are NOT people. In a sentence in which a country or organization is the subject, the second reference is to "it" (singular) and "its" (singular possessive).</p>	<p>Incorrect: If a student loses their books, they should go to lost and found.</p> <p>Correct: If students lose their books, they should go to lost and found.</p> <p>Incorrect: Jerry called Steve 12 times while he was in Reno.</p> <p>Rationale: The pronoun "he" could refer either to "Jerry" or to "Steve."</p> <p>Incorrect: McDonald's</p>

		cancelled all of their advertising, and they later regretted doing so. Correct: McDonald's cancelled all of its advertising, and it later regretted doing so.
PARALLEL CONSTRUCTION	<p>An article or a preposition applying to all the members of a series must be used either before the first term or be repeated before each term.</p> <p>Correlative expressions (both, and; not, but; not only, but also; either, or; first, second, third; and the like) should be followed by the same grammatical construction.</p> <p>When making comparisons, the things you compare should be couched in parallel structures whenever that is possible and appropriate.</p>	<p>Incorrect: The French, the Italians, Spanish and Portuguese Correct: The French, the Italians, the Spanish and the Portuguese</p> <p>Incorrect: It was both a long ceremony and very tedious. Correct: The ceremony was both long and tedious.</p> <p>Incorrect: My income is smaller than my wife. Correct: My income is smaller than my wife's.</p>
ATTRIBUTION/ CITING	<p>Presenting ideas and phrases from another writer as your own is plagiarism and is unacceptable.</p> <p>In journalistic writing, attribution is indicating your source for a piece of information. You must attribute any judgment or opinion statements. You should not attribute known facts.</p>	
PUNCTUATION OF QUOTES	<p>Commas and periods always go inside quotation marks. Semi-colons and colons do not go inside quotation marks. If a statement ends in a quoted <u>question</u>, allow the question mark within the quotation marks to end the sentence. On the other hand, if a question ends with a quoted statement that is <u>not</u> a question, the question mark will go outside the closing quotation mark.</p>	<p>"I like to go swimming," she said, "but I am afraid of getting sunburned."</p> <p>May asked her daughter, "Who are you going out with tonight?"</p> <p>Who said, "Fame means when your computer modem is broken, the repair guy comes out to your house a little faster"?</p>

SUBJECT/VERB AGREEMENT	Singular subjects need singular verbs; plural subjects need plural verbs. Collective nouns (herd, team, board, faculty, etc.) take singular verbs.	My brother <u>is</u> a nutritionist. My sisters <u>are</u> mathematicians.
PREPOSITIONS	A preposition describes a relationship between other words in a sentence. Examples are: after, at, beside, between, during, into, on, with, etc. In everyday speech we often use prepositions where they are not necessary. Eliminate unnecessary prepositions, particularly those at the end of sentences.	The book fell off of the desk. Where did they go to ? Where is your college at ?

For more help with writing style, the following Web sites and books are recommended:

The Guide to Grammar and Writing - <http://grammar.ccc.commnet.edu/grammar/>

The Online Writing Lab (OWL) at Purdue University - <http://owl.english.purdue.edu/owl/>

Latest edition of Strunk, W., White, E. & Angell, R. *The Elements of Style*, Longman.

Latest edition of The Associated Press *Stylebook and Briefing on Media Law*

THE 1, 2, 3s of a Manship EDUCATION

1 Values

- Freedom of Expression and understanding the range of systems of freedom around the world
- Historical roles of media institutions and individuals in society
- Ethical ways of pursuing truth, accuracy, fairness and diversity
- Diversity of ideas, viewpoints and experiences domestically and globally

- Understand and apply theories in presenting visual and written information
- Ability to think analytically, creatively and independently
- Use, conduct and evaluate research
- Understand and apply statistical information
- Use technology and current tools of the profession

Knowledge 2

3 Sharing of Information

- Writing clearly and accurately
- Editing and critically evaluating own work and the work of others

Believe it. Know it. Share it.