

Evaluation

Final grades in this course are based on your success in 6 areas for a total of 200 points.

- 1. Personal Reflections on Citizenship and Civic Engagement.** What does it mean to participate in civic life? Where did you learn this? [500 words, 10%, due Tuesday 1/27 in class]
- 2. Midterm Exam.** Exam will be essay format. You will be given 4 questions and asked to answer 2 of your choice. Each essay will be worth 20 points. Students will be graded on their ability to convey their understanding of the material in a well-formed essay. [20%, Tuesday 3/3]
- 3. Revisiting Citizenship and Civic Engagement.** How has the course affected your views expressed in the first paper? [800 words, 15%, due Tuesday 4/21 in class]
- 4. Civic Engagement Initiative Paper and Presentation.** Conduct research on a group whose members are engaging in some form of civic engagement and/or trying to enhance or promote civic engagement at the local, regional, national, or international level. Present initiative to peers in class, sign up for date in-class. [1000 words, 25%, Paper due Friday 5/1 4:30 p.m.]
- 5. Final Exam.** Exam will be essay format. You will be given 4 questions and asked to answer 2 of your choice. Each essay will be worth 20 points. Students will be graded on their ability to convey their understanding of the material in a well-formed essay. [20%, Saturday 5/9 12:30-2:30]
- 6. Quizzes.** [TBD 10%]

A summary of assignments and point values (based on 200 total course points) appears below.

Personal Reflection	20 points	Thursday, January 27
Midterm Exam	40 points	Tuesday, March 3
Revisiting Citizenship	30 points	Tuesday, April 21
Civic Engagement Paper	40 points	Friday, May 1 by 4:30pm
Civic Engagement Presentation	10 points	April 23, 28, 30
Final Exam	40 points	May 9, 12:30-2:30
Quizzes	20 points	TBD
At the end of the course, your total will be converted to a letter grade using the following cutpoints: 200-186 = A, 170-185 = B, 154-169 = C, 138-153 = D, 0-137 = F.		

Class Policies

FILMING & RECORDING. You may not film or record this class without permission.

OFFICE HOURS AND AVAILABILITY. This course is team taught by both Doctors Johnson and Searles. You are encouraged to seek out either or both instructors whenever you have questions. We will each grade some of all students work, and will share instruction duties.

EMAIL. Neither Johnson or Searles considers email an appropriate medium for the discussion of grades or graded work. If you would like to discuss the evaluation of your work or your grade in the class, please visit during office hours or make an appointment. We will make every effort

to respond to student emails within 1 business day (i.e., 24 hours during the work week). However, if you email a sufficiently complicated question that will require our consultation given the fact that this is a team taught class, we may require additional time to make a substantive response.

MOODLE. We will use the course website to post readings, supplementary material, and to sometimes make announcements. Please visit the course website on a regular basis.

CLASS ATTENDANCE AND HOURS OUTSIDE OF CLASS. Attendance and participation is integral to your success in this class. If you miss a class it is your responsibility to get notes from a peer. It is expected that the students have read the assigned chapters or pages prior to class for the background necessary to properly participate in the discussion and think critically about the concepts addressed. As a general policy, for each hour you are in class, you (the student) should plan to spend at least two hours preparing for the next class. Since this course is for three credit hours, you should expect to spend around six hours outside of class each week reading or writing assignments for the class.

EXTRA CREDIT. We will provide up to 4 extra credit points for students who participate in the subject pool at the Media Effects Lab (MEL). For students under the age of 18 alternative assignments are also available on the MEL website. For more information about the MEL including commonly asked questions see here: <http://melresearch.com/undergraduate-students/>. For directions to the MEL see here: <http://www.lsu.edu/faculty/msand/MELmap.pdf>

LATE ASSIGNMENTS. No late assignments will be accepted. Assignments will be turned in at the beginning of class unless otherwise noted.

MAKE-UP EXAMS. Missing an exam will result in a zero grade except under extraordinary circumstances. Such exceptional circumstances, for example illness or medical emergencies, must be either university-approved or verified in other ways (e.g. a doctor's note indicating grave illness, not routine check-up). In such cases, students must make arrangements with the instructor for taking a make-up exam *after* providing proof of excusable absence.

CLASSROOM ETIQUETTE. Do not carry on side conversations or read the newspaper during class. Do not text, update your relationship status on Facebook, tweet/subtweet, take selfies, post pictures of your food on Instagram, etc. We may ask you to leave the room if you are disturbing others. Turn off all cellular phones prior to entering class. *Use of a laptop computer is only permitted for taking notes, students who abuse this privilege may be asked to refrain from use completely and/or leave the classroom if appropriate.*

ELECTRONIC SUBMISSIONS. We will not accept assignments via email. Please turn in a hard copy of each assignment unless told otherwise. For example, you will submit some work in hard copy form as well as via Moodle.

ACADEMIC MISCONDUCT. Plagiarism is not tolerated and will result in disciplinary action. LSU's policy on plagiarism is the following: "Plagiarism is defined to include any use of another's work and submitting that work as one's own. This means not only copying passages of

writing or direct quotations but also paraphrasing or using structure or ideas without citation.” Please review the University’s excellent guidelines on plagiarism and academic integrity at <http://www.lsu.edu/judicialaffairs/> and <http://www.lsu.edu/judicialaffairs/Plagiarism.htm>.

DISABILITY ACCOMMODATION. The Americans with Disabilities Act requires that reasonable accommodations be provided for students with physical, cognitive, systemic, learning and psychiatric disabilities. Please contact me at the beginning of the quarter to discuss any such accommodations for this course. In order to have any accommodations met, you must be registered with the LSU Office of Disabilities Services. More information on registering and accommodation is available on the ODS website: <http://appl003.lsu.edu/slas/ods.nsf/index>

COURSE OUTLINE

The Problem of Youth Participation

1. Thurs., Jan. 15 Southern Political Science Association, NO CLASS
Watch Edwards, R. (2014). “[How to get young people to vote](#)” TEDxHousesofParliament.
Read Wattenberg, Chapters 1-2
2. Tues., Jan. 20 Wattenberg, Chapters 3-4
3. Thurs., Jan. 22 CIRCLE Staff. (2013). [The youth vote in 2012](#). Medford, MA: Center for Information & Research on Civic Learning and Engagement. Tufts University.
AND
CIRCLE Staff. (2014). [2014 midterms: Why \(some\) registered youth don’t vote](#). Medford, MA: Center for Information & Research on Civic Learning and Engagement. Tufts University.
4. Tues., Jan. 27 Wattenberg, Chapters 5-6
Assignment Due: Personal Reflections on Citizenship and Civic Engagement.
5. Thurs., Jan. 29 Jarvis, S.E., Montoya, L., & Mulvoy, E. (2005). [The political participation of working youth and college students](#). CIRCLE Working Paper 36. Medford, MA: Center for Information & Research on Civic Learning and Engagement. Tufts University.

Solutions to the Voting Problem

6. Tues., Feb. 3 Wattenberg, Chapter 7
U.S. Government Accounting Office. (2014). [ELECTIONS: Issues related to state voter identification laws](#). GAO-14-634. Executive Summary and pp. 44-56
7. Thurs., Feb. 5 Manning, N., & Edwards, K. (2014). Does civic education for young people increase political participation? A systematic review. *Educational Review*, 66(1), 22-45 (Check Moodle for PDF).
8. Tues., Feb. 10 McDevitt, M., & Kiouisis, S. (2006). [Experiments in political socialization: Kids Voting USA as a model for civic education reform](#). CIRCLE Working Paper

Medford, MA: Center for Information & Research on Civic Learning and Engagement. Tufts University.

9. Thurs., Feb. 12 Kahne, J., Middaugh E., & Evans, C. (2009). [*The civic potential of video games*](#). Cambridge, MA: MIT Press. Focus on theoretical discussion and research questions (pp. 1-23) and discussion/implications (pp. 40-47).

Feb. 17 – Mardi Gras, NO CLASS

10. Thurs., Feb. 19 Mihailidis, P., & Thevenin, B. (2013). Media literacy as a core competency for engaged citizenship in participatory democracy. *American Behavioral Scientist*, 57(11), 1611-1622 (Check Moodle for PDF).

AND

Watch video op/ed by Michael Delli Carpini, "[Constant Vigilance](#)"

11. Tues., Feb. 24 Hill, D., & Lachelier, P. (2014). Can Face-to-Face Mobilization Boost Student Voter Turnout? Results of a Campus Field Experiment. *Journal of Higher Education Outreach and Engagement*, 18(1), 61-88 (Check Moodle for PDF).

12. Thurs., Feb. 26 Dale, A., & Strauss, A. (2009). Don't forget to vote: Text message reminders as a mobilization tool. *American Journal of Political Science*, 53(4), 787-804 (Check Moodle for PDF).

13. Tues., Mar. 3 MIDTERM EXAM

Rethinking Civic Engagement

14. Thurs., Mar. 5 Schudson, M. (1999). [Good citizens and bad history: Today's political ideals in historical perspective](#). Paper presented at the conference on The Transformation of Civic Life, Middle Tennessee State University, Murfreesboro and Nashville, Tennessee November 12-13, 1999.

AND

Watch video op/ed by Michael J. Sandel, "[Citizens or Consumers](#)"

15. Tues., Mar. 10 Dalton, Chapters 1-2

16. Thurs., Mar. 12 Dalton, Chapters 3-4

17. Tues., Mar. 17 Dalton, Chapters 5-6

18. Thurs., Mar. 19 Dalton, Chapters 7-8

19. Tues., Mar. 24 Dalton, Chapters 9

20. Thurs., Mar. 26 Wattenberg, Chapter 8

21. Tues., Mar. 31 Fisher, D. R. (2012). Youth political participation: Bridging activism and electoral politics. *Annual Review of Sociology*, 38, 119-137 (Check Moodle for PDF).

22. Thurs., Apr. 2 Cohen, C.J., Kahne, J., Bowyer, B., Middaugh, E., Rogowski, J. (2012). [*Participatory politics: New media and youth political action*](#). Oakland, CA: Youth Participatory Politics Research Network.
Apr. 7, 8 – Spring Break, NO CLASS

New Media and Civic Engagement

23. Tues., Apr. 14 Freelon, D., Wells, C., & Bennett, W. L. (2013). [Participation in the youth civic web: Assessing user activity levels in web sites presenting two civic styles](#). *Journal of Information Technology & Politics*, 10(3), 293-309.

AND

Rainie, L., Smith, A., Schlozman, K.L., Brady, H., and Verba, S. 2012. [Social media and political engagement](#). Washington, D.C.: Pew Research Center's Internet & American Life Project

24. Thurs., Apr. 16 Midwest Political Science Association, NO CLASS
Watch "[New Media, New Civics](#)" Oxford Internet Institute Bellwether talk by Ethan Zuckerman.

25. Tues., Apr. 21 To be announced – watch for Moodle link
Watch "[Participatory Culture, Participatory Civics](#)" TEDx talk by Henry Jenkins.
Assignment: Revisiting Citizenship and Civic Engagement.

Wrapping Up

26. Thurs., Apr. 23 Presentations
27. Tues., Apr. 28 Presentations
28. Thurs., April 30 Presentations

Fri., May 1 turn in Civic Engagement Initiative Paper to either Dr. Johnson or Dr. Searles by 4:30pm.

29. Sat., May 9 Final Exam 12:30-2:30

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. Manship faculty will evaluate student writing with consideration for these fundamental writing concepts.

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>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>

	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).	Incorrect: McDonald’s 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	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>“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*

DIVERSITY STATEMENT

The pledge of the Manship School of Mass Communication is to establish an intellectually diverse environment and an educational experience designed to cope with and improve an interconnected, modern world.

Through its students, faculty, curriculum, and culture, the school will create, maintain and support a supportive climate for learning and working among faculty, students and staff who are diverse with respect to race, ethnicity, national origin, gender, sexual orientation, gender identity/expression, age, spirituality, socio-economic status, disability, family status, experiences, opinions, and ideas.

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.