

Political Science Research

Political Science 200

Winter 2009

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Office Hours: Mon 10-11, Tues 10-11, Wed 10-11, Fri 10-11, or by appointment

If you can't come during my office hours, contact me to set up another time. Don't be afraid to come see me. My job is not to avoid you and try to fail you. My job is to explain things and help you understand. I like my job.

11-11:50 MWF

B002 Joseph F. Smith Bldg.

Teaching Assistants:

Office: 381 Kimball Tower

Office Hours: see Blackboard

One TA will grade all your assignments, but you can meet with any TA for help.

Prerequisites:

A willingness to work hard and pay attention to detail.

Course Goals:

Scholarly research is more than just finding ten sources and typing up a summary. Research is creative and adventurous—and therefore sometimes scary. Good research involves creating persuasive answers to interesting questions. The purpose of Poli Sci 200 is to teach you every stage of the political science research process: coming up with a good research question, setting up a research design, using the library, finding and analyzing data, writing up the results of your research, and citing sources correctly. For forty years this course has been built around the idea that research and writing skills need to be practiced over and over again to be learned—“learning by doing” (and then doing again). You will learn about research through lectures and labs but will learn how to research through frequent assignments in and out of class. As a result, this will be a very time-intensive class: you should expect to spend 4 hours in class plus about 10-12 hours out of class every week. Some assignments will be even more demanding and will require even more time.

By the time the semester is over your political science “tool kit” will include the ability to do all of the following (and then some):

- ▶ write more effectively
- ▶ cite sources correctly while avoiding plagiarism
- ▶ formulate interesting research questions
- ▶ understand and use theories
- ▶ design research projects
- ▶ perform statistical tests, including regression analysis, using SPSS
- ▶ interpret and report statistical results
- ▶ understand scholarly work that uses statistics
- ▶ conduct survey research

In short, you will be well prepared not only to learn what others know but also to create new knowledge yourself.

If you are willing to put in the necessary time, you will find that this is a do-able class and that it pays great dividends in later classes. You will also find that, more than most other classes, this course provides invaluable preparation for graduate studies and careers that require research and writing skills. For example, you may never write a research design in the Poli Sci 200 style again, but you will use the same skills in preparing any number of projects, proposals, prospectuses, and grant applications, both in the classroom and in future jobs. When the Political Science department surveys former students years after graduation, Poli Sci 200 is regularly cited as the single most useful class we teach.

Research and Writing and More Research and More Writing

Scholarly research is fundamentally connected to writing. Some students have the mistaken idea that writing is what you do after you are done with your research (often the night before the paper is due). But scholarly research is in fact an iterative process of reading, thinking, discussing, and writing in which many of the most important insights are gained not while in the library or while studying a statistical printout but while writing with pen or word processor. We write to express what we have learned but also because writing helps us to think through what we believe and to figure out what we don't know. Research requires thinking and good thinking ultimately involves writing.

We have high standards for writing style, clarity, technical accuracy, and citations because sloppy writing is generally a sign of sloppy thinking. See "Will Spelling Count?" in Appendix 2 for an insightful explanation of the connection.

In addition, writing is central to this course so that (along with your capstone) it fulfills the GE advanced writing requirement.

Readings:

The reading load is moderate for an intro-level course (so you have more time to work on the fun assignments). You should expect to read about 50 pages per week, with more the first couple weeks and less after that. There are three required books:

Diana Hacker, *A Writer's Reference*, 6th ed., Bedford/St. Martin's, 2007

Philip Pollock, *The Essentials of Political Analysis*, 2nd ed., CQ Press, 2005

Kate Turabian, *A Manual For Writers of Research Papers, Theses, and Dissertations*, 7th ed., Chicago, 2007

Previous editions of Turabian and Pollock do *not* include some valuable material that we will use in this course. I am less familiar with the previous edition of Hacker, but I believe it contains essentially the same material as the new edition.

Additional required readings will be on Blackboard, or you can buy a packet from the Joseph F. Smith Building copy center (B115 JFSB). Reading assignments in the schedule should be completed before class on the day listed.

Grading and Attendance:

Attendance in class and labs is crucial. You should take careful notes and review them regularly. We will not take attendance every day, but may do so at any time. Absences will be *excused* if you are unable to be in class for non-voluntary reasons such as illness, a family emergency (e.g., death in the family), or BYU-approved travel. Other absences (including weddings, family reunions, oversleeping, job emergencies, homework overload, much-needed road trips, etc.) will be treated as *unexcused*. If you have to miss class and want your absence excused, please leave Dr. Cooper (not your TA) a brief voicemail or email explaining why you will not be in class. Otherwise, we will treat your absence as unexcused. We do not give any makeups for unexcused absences, except on the midterm and final exam (see below).

All grades will be posted on Blackboard. Please save *all* assignments, practice assignments, quizzes, and exams that we return to you and make sure your grades are correctly recorded online. In a class with so many assignments coming and going, we occasionally make mistakes: we have no way to fix those mistakes if you don't save your papers and check your grades periodically.

Grade Scale (1000 Total):

50	Midterm
150	Final Exam
100	Quizzes
50	In-class Writing
50	Practice Assignments
600	Assignments:
25	Article Evaluation
25	Writing Review
25	Citation Style
50	Theory and Hypothesis
75	Library
100	Qualitative Research Design
100	Quantitative Research Design
25	Statistics
100	Regression
75	Survey

The **Midterm** and **Final** will be given in class in a multiple-choice format with a strict time limit. Makeup exams for *unexcused* absences (e.g., travel, oversleeping) can be given at my discretion, but only with a penalty. You may not use cell phones or any electronic device during quizzes or exams. Remember also that according to BYU policy the final exam *cannot* be given early; please make your travel plans accordingly.

Quizzes are held during the lab sections. Each quiz will cover the most recent readings and lecture material. Questions will be multiple choice. There will be no makeup quizzes for unexcused absences, but we will drop your two lowest scores. We cannot give quizzes early.

In-class Assignments will not be announced in advance. These are simply opportunities to practice topics we are discussing in lecture, usually in small groups. Grading will be based on effort, not on perfect answers. There will be no makeups for unexcused absences, but we will drop your two lowest scores.

Practice Assignments are due in lab section and are designed to help you practice skills that will be useful in upcoming assignments. Completing these before lab will also help you get more out of lab discussions. Grading will be based on effort, not perfection. There will be no makeup assignments for unexcused absences, but we will drop your two lowest scores. If you will not be in lab, you may turn your practice assignment in early to

the assignment box (381 Kimball Tower); don't use a manila envelope for practice assignments, but be sure to put your name and TA name on top.

The **Assignments** are the heart of the course and will make up the bulk of your grade. Detailed Assignment guidelines are given in the next section.

Overall Grades will be based on a curve, with each TA section curved separately so that you won't be penalized for having a harder TA. Also, the curve will not be used against you: if you have at least a 93.5% grade, you will get an A regardless of how many other students also have 93.5% or higher. If you have a 90.0%, you will get at least an A-, and so on.

Poli Sci 200 is a demanding class, but it is not so difficult that you can't pass it and do well. Students who come to class every day, do the reading, prepare for quizzes and labs, and turn in all assignments on time will get A's, B's, and sometimes C's in the class—just like every other intro-level political science class. In fact, in calculating the curve, I will use exactly the same grade distribution I use in my Poli Sci 170 class. But if you don't keep up with assignments or if you stop attending lectures, you will probably not pass. More than in any other class I teach, grades in this class are based on work ethic. Commit now to working hard. Every day.

Non-native English Speakers: Because course assignments require accurate English usage, students whose native tongue is not English will be given special consideration when final grades are assigned—i.e., at the end of the semester, not on individual assignments. This will not affect the curve for anyone else.

Assignments:

All assignments are due at 5:00 p.m. in the clearly marked box in the TA office: **381 Kimball Tower**. Do NOT bring your assignments to class or give them to Prof. Cooper, the TA's, or the Political Science secretaries. Sending an assignment by e-mail does NOT count as turning in your assignment and does NOT reduce a late penalty. If the door to room 381 is locked, use the code 55555 on the keypad. If you forget the code, it is printed under the keypad.

12" X 9" Manila Envelopes: All assignments should be submitted in 12" X 9" manila envelopes. Do not use other colors. You will need to buy at least three because new assignments may be due before old ones are returned. Please do not use worn out or oversized envelopes (they don't fit in the filing cabinets). To make it easier for TA's to grade fairly, all assignments will be submitted with a codename instead of your real name. You will select a codename in lab. You should print your codename in the upper left

corner of the envelope, with the TA name underneath, as well as on the title page of your assignment.

Assignment Formatting guidelines are discussed in Appendix 1.

Copies: Keep a copy of every assignment you turn in. This is necessary in case we lose your original assignment or you want to resubmit an assignment you think has been graded incorrectly.

Graded Assignments will usually be returned at the Political Science secretaries' desk (745 Kimball Tower). It is a violation of federal law for you to search through the filing cabinet yourself for your assignment. Please be patient with us: grading takes time. Fair and accurate grading takes more time. We will let you know when assignments are available. Hold onto all graded assignments until the end of the semester to be sure your grades are recorded correctly.

Late Assignments: Good grading practice requires that TA's grade all assignments at the same time. Late assignments make this difficult. Besides, learning to meet deadlines is a valuable life skill. Therefore, late work will be penalized according to the following schedule:

- ▶ Assignments submitted after 5:00 p.m but before 5:15 p.m. on the due date will be graded with a 5 percent penalty (subtracted from the total points possible).
- ▶ Assignments submitted before 5:00 p.m. the following day will be graded with a 10 percent penalty.
- ▶ Late penalties do not accrue on weekends or holidays.
- ▶ Assignments submitted more than one day late but before the deadline of the following assignment will be subject to a 20 percent penalty for the first two days *plus* an additional 5 percent for each additional day late. For example, a paper due on Monday would receive a 20 percent penalty if turned in on Wednesday, 25 percent on Thursday, 30 percent on Friday, and so on.
- ▶ Assignments *will not be accepted* if submitted past the deadline of the following assignment. The final assignment of the semester (Survey) must be turned in within two days of the due date or it will not be graded.

Turning in an assignment late also means you might not get feedback as soon as other students do. This may hurt your grade on later assignments as well.

Only Prof. Cooper can give extensions for extreme situations—e.g., illness, family emergency (e.g., death in the family), or BYU-approved travel. Please try to contact him

before the deadline to arrange a possible extension. (If you need to go to the hospital, go there first and contact Prof. Cooper later. We'll work it out.) Your TA will not make exceptions to deadlines, so contact Prof. Cooper instead.

I do not give extensions for “routine disasters” such as broken printers, crashed computers, roommates with personal crises, car breakdowns, stupor of thought, excessive busy-ness, bosses that won't let you leave on time, visiting in-laws, etc. It is your responsibility to turn your papers in well in advance of the deadline so that last-minute problems don't lead to late penalties.

Assignment Grading:

Assignments will be graded on both **content** (concepts, explanations, arguments, etc.) and **mechanics** (grammar, style, spelling, formatting, citations, etc.). Teaching Assistants will give a separate grade for both. The relative weight of content and mechanics will vary from assignment to assignment. Exact weights will be given on each assignment handout, but, in general, early assignments will weight mechanics higher than later assignments.

Required content will be clearly specified in the assignment handouts and discussed in lab. General characteristics of high-quality papers include the following:

- ▶ clear organization
- ▶ thorough understanding of course topics (including lectures and readings)
- ▶ evidence to support arguments (rather than merely making claims)
- ▶ persuasive logic
- ▶ thoughtful observations and interesting ideas

Conventions of effective writing mechanics will be taught in lecture and lab, as well as through readings. You are responsible for following the rules of English usage and Turabian-style formatting. When we evaluate mechanics, we look at the quantity of errors, the severity of errors, and the diversity of types of errors. For example, a sentence fragment is a serious error; an overly wordy sentence is a smaller error. We will look for all of the following problems:

- ▶ papers not formatted Turabian style (see Appendix 1 for some pointers)
- ▶ spelling mistakes (computer spell-checkers are not enough)
- ▶ grammatical mistakes: fragments, run-ons, subject-verb agreement, pronoun agreement, punctuation, etc. (see the blue section of Hacker)
- ▶ style errors: faulty parallelism, misplaced modifiers, passive verbs, jargon, wordiness, cliches, etc. (see the orange section of Hacker)
- ▶ incorrect citations (see Turabian ch. 18-19)

Notice that we cannot mark every mistake on every paper. The TA's will try to mark enough errors and make enough comments to show you why you received a certain grade and where you can improve. But they cannot thoroughly edit your paper for you.

You should **revise and proofread** every writing assignment carefully. If writing mechanics is not your strong suit, leave yourself enough time to have a friend help you. I strongly suggest reading your paper out loud to find mistakes. Some students chafe at such close attention to writing mechanics, but clear, accurate writing allows readers to get to your ideas without distraction. Mistake-prone writing gets in the way of what you want to say and frequently signals a lack of seriousness (or education). See Appendix 2.

Audience: This course teaches principles of writing in a social science context. Remember that you are writing for social scientists, not your English teacher. On all assignments you should assume you are writing to Poli Sci 200 students who understand core social science terminology (e.g., dependent variable, theory, hypothesis, sampling) thoroughly but who may not be experts in your particular research topic. You should avoid topic-specific jargon that will be unfamiliar to people studying different areas of politics.

You should plan to work closely with me and the Teaching Assistants in order to do well in this class. Ask lots of questions in class, in lab, and in office hours. One TA will grade all your assignments, but you should feel free to work with any of the TA's to understand assignment guidelines or course procedures. Please do not ask the TA's to tell you where your assignment is wrong: they will not "pre-grade" your essays for you. You should ask them specific questions about improving your assignment. Their job is not to give you the answers but to teach you how to figure it out. (The old cliché about giving a man a fish or teaching him how to fish applies here: our goal is to teach you how to fish.)

Regrades: If you think an assignment has been misgraded, it is usually best to speak first with your TA to find out why it was graded the way it was. You may find that there are good reasons for the grade you received. Assuming the TA is wrong reduces your likelihood of real learning. You are also less likely to convince the TA he or she has made a mistake if you begin by loudly accusing him or her of making a mistake. Try discussing it to see if you can reach a mutual understanding. In some cases, you may even convince the TA you deserve a higher grade; if so, the TA will give the paper to Prof. Cooper to confirm that your grade should be raised. Be aware that TA's will not raise grades on their own.

If you are still not satisfied with your grade, you may resubmit your entire assignment to Prof. Cooper for a new grade. Simply give me a clean copy of your assignment, including

necessary printouts, with “Regrade” written across the top. No manila envelope is necessary. I will regrade the entire assignment based on the grading criteria the TA’s used. By turning your paper in for a regrade, you agree to accept the new grade, whether it is higher or lower than the original. If you are unsatisfied with your new grade, you may discuss it with me.

Cheating:

All forms of cheating, including plagiarism, are grave violations of the standards of any university, and especially of this one. I have given failing grades as a result of academic dishonesty at BYU and will do so again if necessary. BYU’s Academic Honesty Policy is in the university catalog and on the web at <http://honorcode.byu.edu>, and you are expected to understand that standard. Cheating in this class includes (but is not limited to) the following:

- ▶ Turning in material you have previously used for a different class (unless your TA or the professor has explicitly told you it is okay).
- ▶ Revising another student’s assignment or an assignment from a past semester and turning it in with your name on it.
- ▶ Using words or ideas from another student in your own paper.
- ▶ Working together with another student and then turning the work in as your own.
- ▶ Using an author’s words without quotation marks and a citation.
- ▶ Using words very similar in style or structure to an author’s without a citation.
- ▶ Relying on another student’s data or data analysis for the statistical assignments.

The essence of cheating is misrepresentation or dishonesty: turning in work under your own name that is not in fact your own work. If you are unsure where to draw the line, the solution is honesty: discuss the issue in advance with your TA or professor, or cite the other author. Would you rather be “overly honest” or “not honest enough”?

In this course, you are *encouraged* to share your work with other students for proofreading. *However, if you make changes to your assignment without understanding what you did incorrectly, then you are trying to get a grade using someone else’s knowledge.* Giving or receiving answers in this manner— whether from fellow students, the Writing Lab staff, or the reference librarians—is considered cheating.

If you have any questions about what constitutes academic honesty, please ask. Helping you understand these principles is a valuable use of my time.

Other Policies:

I will periodically send important announcements via **email**. It is your responsibility to check your email and to make sure the university has your correct email address.

During the second half of the semester, you will need access to SPSS statistical software so you will probably need to complete some assignments in BYU's computer labs. Learning to use SPSS is a valuable component of your training in this class; you can put it on your resume at the end of the semester.

Federal law and BYU policy provide protections for students against **sexual discrimination and harassment** (including student-to-student harassment) and also require reasonable accommodation of students with **disabilities**. If you feel you have encountered sexual harassment or discrimination, please talk to me, the Equal Employment Office (422-5895), or the Honor Code Office (422-2847). If you have any disability which may affect your ability to complete this course successfully, please contact the University Accessibility Center (422-2767) and discuss it with me.

Disclaimer:

This is only my third time teaching Poli Sci 200. I am still trying to figure out how best to teach it so expect some mistakes along the way. I will work hard to make this a valuable learning experience for you, but please remember that this is a work in progress. I reserve the right to make changes—in readings, lecture topics, grading procedures, assignments, etc.—to try to make the course more effective.

Plan to be actively involved in helping me make this a good course. Tell me what works and what doesn't work, what's left out and what should have been left out. Of course, some things I can't fix (I'm human) and some things I won't fix (because I think they're good for you). But don't complain to your friends about me or the course until *after* you've talked to me or the TA's to try to fix it.

Course Schedule:

Remember: Assignments are due at the collection box in 381 Kimball Tower. Assignments even a few minutes after 5:00 p.m. are late.

Hint: Don't forget to use the Reading Questions to reduce your reading time.

- Jan 5 Introduction
- Jan 7 Writing: Organization
 Hacker 14-37
 Turabian ch. 5-6
- Jan 9 Writing: Citations, Avoiding Plagiarism
 Turabian ch. 15, pp. 41-42, 73-80, ch. 25
- Adam Liptak, "Copying Issue Raises Hurdle for Bush Pick," *New York Times*, 4 July 2008 (Blackboard/Packet)
- LAB (1/9) Assignment overview; Article Evaluation Assignment
 Hacker 57-66
 Turabian 37-39
 Quiz 1 (syllabus)
- Jan 12 Writing: Grammar
 Hacker 259-314
 Turabian ch. 20-24
- Jan 14 **Article Evaluation Assignment Due**
 Writing: Style
 Hacker 93-156, 163-215
- Jan 16 Writing: Argument and Fallacy
 Hacker 67-85
- LAB (1/16) Citation Assignment; *bring your copy of Turabian*
 Turabian ch. 18-19, p. 402
 Practice Assignment 1 (Citation) due
 Quiz 2 (readings and lectures)
- Jan 19 No Class: Holiday

Jan 20/Tues **Citation Assignment Due**

Jan 21 Research: Discovering Knowledge and Truth
Elder Neal Maxwell, "The Disciple-Scholar," BYU Honors lectures, 1994-95 (Blackboard/Packet)

President Brigham Young, *Teachings of the Presidents of the Church*, ch. 27 (Learning by Study and by Faith) and ch. 2 (The Gospel Defined) (Blackboard/Packet)

Jan 23 Research: Finding a Research Question
Alan Monroe, *Essentials of Political Research*, ch. 1 (Blackboard/Packet)

LAB (1/23) Writing Revision Assignment
Practice Assignment 2 (Grammar and Style) due
Quiz 3

Jan 26 Take the College's **Quantitative Skills Pretest** by this date. The survey takes about 15 minutes and counts as an In-class Writing. Go to http://new.qualtrics.com/SE/?SID=SV_269UuYXDgnYC8Be&SVID=Prod

Jan 26 Research: Theory, Explanation, and Hypotheses
Pollock pp. 28-37

Jan 28 **Writing Revision Assignment Due**
Research: Theory, Explanation, and Hypotheses
Stephen Van Evera, *Guide to Methods for Students of Political Science*, 7-27 (Blackboard/Packet)

Jan 30 Data: Operationalization
Pollock ch. 1

LAB (1/30) Theory and Hypothesis Assignment
Practice Assignment 3 (Theory) due
Quiz 4

Feb 2 Data: Types of Data
W. Phillips Shively, *The Craft of Political Research*, ch. 4 (Blackboard/Packet)

- Feb 4 **Theory and Hypothesis Assignment Due**
 Inferring Causation
 Pollock pp. 37-47
- Feb 5-12 **Required Library Lab** with Brian Champion. Times and locations TBA.
- Feb 6 Inferring Causation
 Pollock ch. 4
- LAB (2/6) Library Assignment
 Practice Assignment 4 (Operational Definitions) due
Quiz 5
- Feb 9 Inferring Causation: Crosstabs and Graphs
 Pollock 61-74
- Feb 11 Cases: Sampling and Case Selection
 Stephen Van Evera, *Guide to Methods for Students of Political Science*, 49-67 (Blackboard/Packet)
- Feb 13 Cases: Process Tracing
- LAB (2/13) Library Assignment
 Practice Assignment 5 (Equations) due
Quiz 6
- Feb 16 No Class: Holiday
- Feb 17 **Library Assignment Due**
 (Tuesday) Research Design: Qualitative and Quantitative Designs
 Gary King, Robert Keohane, and Sidney Verba, *Designing Social Inquiry*, ch. 1 (Blackboard/Packet)
- Feb 18 Research Design: Steps 1-3
- Feb 20 Research Design: Steps 4-6
- LAB (2/20) Qualitative Design Assignment
 Practice Assignment 6 (Research Design) due
Quiz 7

- Feb 23 Research Design: Steps 7-12
- Feb 25 Data: Verifying Sources
 Hacker 333-41
- Feb 27 Data: Verifying Numbers
 Joel Best, *Damned Lies and Statistics*, chs. 2-3 (Blackboard/Packet)
- LAB (2/27) Qualitative Design Assignment
 No practice assignment
 Quiz 8
- Mar 2 **Qualitative Design Assignment Due**
 Exam Review
- Mar 4 Descriptive Statistics: Measures of Central Tendency
 Pollock 51-61
- Mar 6 **Midterm** (in class)
- LAB (3/6) Quantitative Design Assignment
 Practice Assignment 7 (Mean, Median, and Mode) due
 No quiz
- Mar 9 Descriptive Statistics: Measures of Dispersion
 Larry Gonick and Woolcott Smith, *The Cartoon Guide to Statistics*,
 19-26 (Blackboard/Packet)
- Mar 11 Statistical Inference: Normal Distribution and Central Limit Theorem
 Pollock 102-16
- Mar 13 Statistical Inference: Confidence Intervals
 Pollock 116-24, 126-28

 R. Mark Sirkin, *Statistics for the Social Sciences*, 226-56
 (Blackboard/Packet)
- LAB (3/13) Quantitative Design Assignment
 Practice Assignment 8 (Normal Distribution) due
 Quiz 9

- Mar 16 Statistical Inference: Hypothesis Testing
 Neil Salkind, *Statistics for People Who (Think They) Hate Statistics*,
 ch. 6, 8 (Blackboard/Packet)
- Mar 18 **Quantitative Design Assignment Due**
 Statistical Inference: Chi Square and Comparing Sample Means
 Pollock 130-37, 139-44
- R. Mark Sirkin, *Statistics for the Social Sciences*, 383-400
 (Blackboard/Packet)
- Neil Salkind, *Statistics for People Who (Think They) Hate Statistics*,
 ch. 9 (Blackboard/Packet)
- Mar 20 Statistical Inference: Substantive Significance and Fit
 Pollock 144-51
- LAB (3/20) Statistics Assignment
 Practice Assignment 9 (Chi Square) due
 Quiz 10
- Mar 23 Statistical Inference
- Mar 24/Tues **Statistics Assignment Due**
- Mar 25 Regression: Correlation Coefficients, Ordinary Least Squares
 Pollock 154-65
- Mar 27 Multiple Regression
 Neil Salkind, *Statistics for People Who (Think They) Hate Statistics*,
 ch. 14 (Blackboard/Packet)
- LAB (3/27) Regression Assignment
 Practice Assignment 10 (Regression) due
 Quiz 11
- Mar 30 Interpreting Regression Results
 Pollock 165-75
- Apr 1 Regression: Omitted Variables, Interaction Effects

- Apr 3 Regression Extensions
 Pollock 179-82
- LAB (4/3) Regression Assignment
 Practice Assignment 11 (Interpreting Regression) due
 Quiz 12
- Apr 6 Survey Questions
 Alan Monroe, *Essentials of Political Research*, ch. 5
 (Blackboard/Packet)
- Apr 7/Tues **Regression Assignment Due**
- Apr 8 Survey Sampling and Statistics
 Janet Buttolph Johnson and H. T. Reynolds, *Political Science
 Research Methods*, 297-331 (Blackboard/Packet)
- Pollock 124-26, 137-39
- Apr 10 Survey Methods
- LAB (4/10) Survey Assignment
 Practice Assignment 12 (Survey)
 Quiz 13
- Apr 13 Exam Review
- Apr 14/Tues **Survey Assignment Due**
- Apr 20 **11 am: Final Exam** (in classroom)
(Monday)

APPENDIX 1

ASSIGNMENT FORMATTING GUIDELINES

Poli Sci 200 uses Kate Turabian's legendary *A Manual for Writers* (7th edition) as its style guide. You are expected to follow Turabian rules on all assignments. (Practice assignments and in-class writing assignments are graded on effort, not formatting.) The purpose is to teach professional habits and to create a consistent standard for student papers. Sloppy-looking papers send the signal to readers that you are not serious—whether you are writing in the classroom or in a professional setting. Overall format guidelines for papers include the following (citations are to Turabian's Appendix on "Paper Format and Submission"):

- ▶ All papers must have a title page. (Fig A.1 and p. 386)
- ▶ Use 1" margins on every side. (A.1.1)
- ▶ Use a readable typeface and font like Times New Roman 12-point. (A.1.2)
- ▶ Double space all text except block quotations, references lists, annotations, and other items listed in A.1.3.
- ▶ Use page numbers on all pages *except the title page*. The first page of text is page 1. Put page numbers in the same place on every page. We prefer either the bottom center or top right. (A.1.4)
- ▶ Avoid "widows" and "orphans"—single lines of a paragraph left hanging by themselves at the top or bottom of the page. Your word processor has commands that will take care of this automatically, *except* for section titles. You will have to check to make sure section titles are not left hanging without the accompanying text.
- ▶ The first reference list page should have a 1" top margin, with "REFERENCES" or "WORKS CITED" centered at the top. Triple space (two blank lines) before the first line of text. See Fig A.5-A.8 for similar examples.
- ▶ All reference list entries should be single spaced, with a hanging indent used for the second and successive lines. Double space between entries. (Fig A. 16)
- ▶ All papers must be left justified (except for titles and some headings). Do not right justify.

Some other Turabian rules that frequently trip students up:

- ▶ Use one or two spaces after a period, but be consistent. In a reference list entry, use only one space. (21.1)

- ▶ Hyphens break up words (“sub-Saharan”) and inclusive numbers (“341-59”). A dash is two hyphens and is used to separate clauses in a sentence. (21.7)
- ▶ Book and article titles are capitalized headline style if mentioned in the text (“Dewey Defeats Truman!”) but sentence style in the reference list (“Dewey defeats Truman!”). Names of journals and newspapers are always capitalized headline style. (22.3)
- ▶ With some exceptions, numbers less than one hundred should be spelled out in text (“twelve” not “12”). But there are a bunch of exceptions. (23.1)
- ▶ For a person’s name that includes more than one initial, put a space after each period (“G. W. Bush” not “G.W. Bush”). Better yet, write out the first name if you can. (24.2.1)
- ▶ In text, write out names of states in full. In a reference list, use the two-letter postal code abbreviation. (24.3.1)
- ▶ Long quotations should be set off as block quotations—single spaced and indented. (25.2.2)
- ▶ Indicate omitted material in a quotation with ellipses: three periods with spaces after each one, or four periods with spaces at the end of a grammatically complete thought. (25.3.2)

This is not a complete list of Turabian rules and you are responsible for reading Turabian to ensure correct usage. The TA’s (and Prof. Cooper) will be happy to help you look stuff up but will not format your assignment for you. Also be aware that sometimes you will need to extrapolate from the examples given in Turabian: look for an example that is similar to what you want to cite and then use that citation as a model.

Stapling: Ask your TA whether he or she prefers assignments stapled or un-stapled.

Finally, remember that you are responsible for formatting your assignments, regardless of what your word processor thinks. For example, Microsoft Word may default to some formatting options that don’t comply with Turabian (e.g., extra spaces between paragraphs). It is your responsibility to format your papers correctly. Similarly, beware of relying on your word processor or the library’s online Refworks citation system to automatically cite your sources. These automatic systems are frequently wrong and you will be marked down.

APPENDIX 2

WILL SPELLING COUNT?

BY JACK CONNERS

“Will spelling count?” In my first year of teaching freshman composition I had a little act I performed whenever a student asked that inevitable question. Frowning, taking my pipe out of my mouth, and hesitating, I would try to look like a man coming down from some higher mental plane. Then, with what I hoped sounded like a mixture of confidence and disdain, I would answer, “No. Of course it won’t.”

In that first year, I was convinced that to have a significant effect on my students’ writing I had to demonstrate that I was not the stereotypical English teacher: a fuss-budget who would pick through their essays in search of misspellings and trivial errors. I intended to inspire students in my classes to write the kinds of papers the unconventional teacher I had read about—John Holt, A. S. Neill, Herbert Kohl, and Ken Macrorie—had inspired: papers bristling with life, written by the students with their inner voices.

It was not to be. Week after week students handed in papers that had obviously been dashed off in thirty or forty minutes. By the end of the year I realized my mistake: I had been too subtle; I had not made it clear enough that mine was a revolutionary way to teach writing.

So in my second year I answered the question with a fifty-minute lecture. I quoted education theories, told several semi-fictional stories of my student days, and recited some entirely fictional statistics—all of which argued that people write better when they don’t worry about spelling. “What you have to do is write honestly about things you care about,” I told them. “Don’t interrupt your thoughts to check your spelling.”

That lecture—and other strategic changes I made in my teaching style that second year—had no noticeable effect. Once again, almost all the papers were dull, predictable, and carelessly done. My students didn’t understand that writing could be an act of self-exploration and discovery. They wrote essays of two kinds: unorganized narratives with such titles as “My First Drunk” or “How to Roll a Joint at 70 m.p.h.” and fourth-hand, insipid arguments with such titles as “Capital Punishment = Murder” or “The Space Race—What a Waste.”

Since assigning topics or imposing organizational schemes would mark me a just another conventional English teacher, killing any chance I had to inspire my students to discover their inner voices, I tried to proceed indirectly—with class discussions on subjects I thought would make good topics: the latest editorial in the student newspaper, the problems of communicating with parents and friends, political apathy, the sights and sounds of the campus. However, although I could sometimes get a “lively” discussion going, it was obvious that the students saw these exchanges not as relevant to their

writing but as a painless way to spend the fifty minutes. They sat up and took note only to ask me about the mechanical details of the next assignment: “How many words does it have to be?” “How much do you take off for late papers?” “Is it okay to write in blue ink?”

It was in that year that I began to be embarrassed by my students’ course evaluations. They usually gave me top grades in every category and then wrote something such as, “This was a great class because the teacher understood that students in this university have a lot of other things to worry about besides this particular course.”

By the start of the third year, I was wondering whether the education theorists had known what they were talking about. When the usual question came, I equivocated and told them they could decide questions about spelling for themselves.

It was a low point. By that time a couple of hundred freshmen had passed through my composition classes, but I could not have named one who had discovered himself as a writer because of my teaching. Of the few A+ papers in my files, half were written by students who could have written an A+ paper the first day of class; the rest were happy accidents, written by students in moments of inspiration they were unable to repeat.

That year, one student wrote in his evaluation, “This was a very good course because the teacher believed college students are mature enough to make their own decisions about things like whether spelling is important. It isn’t important to me. I’m going to let my secretary take care of my spelling.”

I knew it was time for a radical change. I was going to have to give up trying to teach my students that writing could be an act of self-exploration; I would have to concentrate on teaching a truth more essential to their education: Writing is hard work.

In the summer before my fourth year, I wrote a ten-page syllabus, two pages of which were given over to the old questions and my new answers:

Q: Is blue ink acceptable?

A: No. In fact, handwriting is unacceptable. All papers in this course must be typed.

Q: What about students who can’t type?

A: This course will provide them with an opportunity to learn.

Q: Why do papers have to be typed?

A: Because in the real world adults type when they want to put serious communications in writing.

Q: What if we can’t hand a paper in on time?

A: Hand it in as soon as possible. It will be marked “late.”

Q: What if we have a legitimate excuse?

A: Keep it to yourself. My job is to evaluate your writing, not your excuses.

Knowing the eternal question would come up the first day, I had my best answer in reserve. When one of the students asked it after my introductory talk, I crossed my arms and let them have it. “The best answer to that question is an analogy: Imagine a team of college basketball players meeting their coach for the first time. The coach distributes a book outlining the plays he will be teaching them, and then talks to them about how the practices will be organized, what he thinks his role should be, and what he considers their responsibilities to be. When he has finished, the first question is, ‘Will dribbling count?’”

The student who asked the question dropped the course, as did a couple of others who didn’t like their first impressions of me and my nasty syllabus. But my new tone, and the classroom style it forced me to adopt, had several excellent consequences:

- I stopped trying to make the class interesting. No more lively discussion on the sights and sounds of the campus—or anything else that wasn’t directly related to helping my students write better this week than they had last week.
- I learned to keep oral analysis and commentary to a minimum, because it disappeared into the air over my classroom. I put all directions and suggestions in writing, and tried to note on each of the papers submitted where the writer had followed my advice and where he had not.
- The students spent more and more time pushing their pens across paper in class: writing thesis statements, writing drafts of introductory paragraphs, listing ten concrete words (five from last week’s essay, five they thought they could use in next week’s), working to arrange a sentence or two from their last essay into a parallel structure.
- I stopped hoping to find in the weekly pile of papers evidence of some student writing with his inner voice. Inspired papers continued to appear at the old rate (about one in a hundred), but I no longer looked to them for proof of my effectiveness as a teacher.
- A new kind of paper appeared in the weekly pile: well organized, mechanically polished, and clearly a second or third draft. Although some of them were titled “My First Drunk” and “The Space Race—What a Waste,” I could read them attentively and praise their strengths sincerely.

Finally, I received some negative comments in the course evaluations: “I did not enjoy this class. The teacher was too finicky and graded too hard.”

After four years of teaching I had learned that, given my particular skills, I had to leave consciousness-raising to other teachers. My first three years had been unsuccessful because I had been too intent on playing the guru, and I couldn’t pull it off. The role I adopted that fourth year was not one I was comfortable with—Ken Macrorie is a hero of mine, not Vince Lombardi—but I could pull it off. And, more important, the tyrannical

coach was a character my students recognized, and they understood what would be expected of them.

Last year, on my way to a different university, I decided to modify the role a little. The new syllabus has the old rules, but—while still playing the traditional authoritarian—I have changed my tone to that of a man sure of what he wants his students to do, certain they can do it, but too cool to be nasty about it. This year, I have a little act I perform whenever a student asks, “Will spelling count?” Frowning, taking my pipe out of my mouth, and hesitating a moment, I try to look like a man coming down from some higher plane. Then, with what I hope sounds like a mixture of confidence and disdain, I reply, “Yes. Of course it will.”

Conners, Jack. 1980. Will spelling count? *Chronicle of Higher Education*. June 2, 48.