

MC 7004: News Media and Governance
Spring 2017
Fridays 1:30 PM – 4:20 PM
225 Hodges Hall

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Office hours: Thursdays 1-3 PM and Friday 9AM-11AM

OVERVIEW:¹ This course examines the increasingly important role of media strategies, news making, and publicity in the work of government. It seeks to acquaint students with the advantages -- and downfalls -- for policy-makers of using the mass media to get things done in politics without the direct involvement of the public. It surveys both classic considerations of the relationship between the mass media and politics outside the context of elections, as well as more up-to-date cutting-edge published research. Finally, it provides students with a range of methods and approaches to understanding this topic. As such, it will be of benefit to future public servants, future journalists, and all students of media and/or politics. It is designed to provide resources for graduate students who will themselves be contributing to the common fount of knowledge through their master's theses and Ph.D. dissertations.

OBJECTIVES OF THE COURSE: This course examines central theories, research questions, and controversies involving the role of the media in politics and governing and patterns of news coverage of politics and public affairs. Students will learn and think critically about various theories of the appropriate functions of mass media in a democracy; the laws and economic imperatives that affect the quality of the news; how news organizations decide what to cover and how to cover it; and how political elites attempt to manage the news.

AUDIENCE FOR THE COURSE: There are no formal prerequisites for the course. No previous specific coursework in political communication is required or expected, though students should have a strong background in either political science or mass communication. The course will be primarily aimed at students of politics, students of communication, and/or those considering careers in government, non-profit work, journalism and public service.

Learning Outcomes

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

1. Demonstrate familiarity with a broad body of literature on the news media and governance.
2. Engage in critical evaluation of academic studies of the news media and governance, and gain experience conducting original research on related topics.
3. Demonstrate an ability to think analytically about the dynamics and problems of media and governance.
4. Demonstrate an ability to appropriately and thoughtfully apply theories of and data on

¹ My approach to teaching this class was adopted heavily from the last time it was taught by the late great Tim Cook. As such, the overview, objectives, and audience sections on the first page were adopted verbatim from his 2006 syllabus when he taught the course with Charles Zewe. I also relied upon additions and approaches from former LSU professor Johanna Dunaway, now at Texas A&M, and Dr. Kathleen Searles. I also relied on political institutions courses taught at the University of Pennsylvania and Washington University in St. Louis.

- the news media and governance in course assignments.
5. Improve their ability to write clearly and accurately.

Course Requirements

- Classroom participation and discussion leadership: 30%
- Weekly papers: 30%
- Final paper: 25%
- Final paper proposal: 5%
- Final paper presentation: 10%

The course will meet once a week. The bulk of our meetings will proceed by discussion of readings. If we are to have frequent and well-informed participation in class discussion, all the reading for a class should be finished before that meeting. You are expected to attend all classes. Absences under any circumstances other than documented health or personal emergencies adversely affect the part of your grade devoted to participation. Weekly reading loads range from about 150-400 pages per week, with the average being about 250 pages per week. These expectations are consistent with the requirements of graduate work.

Discussion leading. Two times over the course of the semester, you will help to lead discussion. You will lead the week's discussion starting with a five-minute introduction to the week's readings that provides a concise summary of key findings and questions and raise questions for discussion. You should focus on the key issues or debate and follow those through several pieces; this requires summary, organization, and analysis. It is not required, but you may want to prepare a handout for the class to facilitate discussion. We will coordinate discussion leading during the first week of class. Since on most weeks, we will have two discussants, you should coordinate which readings you will cover to eliminate overlap. It should be clear that all discussants contributed substantively to the presentation. Your performance as discussion leader will make up a large part of your participation grade.

Weekly response papers of two double-spaced pages in length (12-point font, no double-spacing in heading or title). You must submit *a total of 6 response papers* throughout the semester. Response papers should have two distinct components: **“past” and “future.”** Many of the classics in the discipline must go unassigned in any graduate class. For the “past” component, find an article or book that is cited in many of that week's readings – but was not assigned for this class readings (mandatory or recommended) – and summarize its empirical and theoretical contributions. For the “future” component, assess what the “next” article in this topic area might be, based on the readings, and a rough shape of the structure of that article. Please be prepared to share your findings from your “past” article in class, and discuss your research idea from the “future” section.

These are due to me via email by 10AM the day of class. Weekly papers submitted late will not be accepted. You need not submit a response on weeks where we do not meet, and no response is due Week 1.

A final paper. You may choose one of the following.

- An original research paper of moderate length (15-25 pages) examining a topic that reveals the connections of media strategies and governing strategies.
- An original, comprehensive design of a media strategy for a political actor or policy area of your choice.

In either case, this paper should explore the ideas and hypotheses of our readings and extend them to new situations and cases -- at any level of government or in international politics or in other political systems outside the United States. We will devote the last class to presentations on the research you have done for your long paper. You will be given more details of the final paper requirements later in the semester, but you should think about your topic from the beginning of the course.

Regardless of which option you choose, you must submit a proposal for your final paper. This proposal must outline your approach, your topic, and your strategy for your paper. Submit a detailed paper outline including research question, tentative theory and hypotheses, a sketch of relevant literature, possible variables and methodological approach, description of data and at least 10 formatted citations. Upon approval of topic and data source students will receive full credit. Outlines with insufficient information will be returned without credit. This proposal will be due on March 17.

We will devote the last class to presentations on the research you have done for your final paper. This presentation should be styled after an academic conference paper presentation lasting no more than 15 minutes.

Attendance & Excused Absences

Each student must attend class, and attendance will be taken during each class period. Excused absences will be granted with a signed statement from a doctor or LSU administrator. (Please note that the LSU Student Health Center will not provide medical excuses for short-term illness or injury.) If you know you will miss class with an excused absence, please discuss these planned absences with me well ahead of time. In the event of an excused absence interfering with the due date of an assignment, the assignment will be due on a date agreed upon by the student and myself, depending upon the circumstances of the absence. In the event of a missed exam (with excused absence), a make-up exam will be administered in my office (204 Hodges Hall). Makeup exams will not be administered for exams missed with unexcused absences.

Grade Scale

LSU has adopted a +/- grading scale. Grades in this class will follow the scale below.

96.5 and above	A+	73.50–76.49	C
93.50 – 96.49	A	70.00–73.49	C-
90.00–93.49	A-	66.50–69.99	D+
86.50–89.99	B+	63.50–66.49	D
83.50–86.49	B	60.00–63.49	D-
80.00–83.49	B-	59.99 and below	F
76.50–79.99	C+		

Policy on Late Work

All work is due at the date and time discussed in class. Any late work will be docked one letter grade per day late. A paper due at 12 noon, but submitted at 12:01 PM will be docked one letter grade (an A paper becomes a B, a C paper becomes a D, and so on). Weekly papers submitted late will not be accepted.

Communication

All students are required to check their LSU e-mail account regularly. I frequently

communicate with students via email and Moodle, and not checking your email will not be an excuse for missing an assignment or reading. *I will try to reply to all e-mails within 24 hours, and will not reply to e-mails sent after 5PM until the next business day.*

Academic Integrity

If you use material from a source (either one assigned from this class or something you've retrieved through outside research), you must cite it. Consistent with the norms of the fields of communication and political science, I will ask that you use parenthetical citations in your written work. Citations must include the author(s) last names and the year of publication.

Please check with me regarding the use of any research material you have already worked on, sections of text from other papers or classes, and papers from or for other classes. Do this even if the work is single authored, or from your thesis or dissertation.

Students are bound to uphold the Code of Academic Integrity. All students are expected to read and be familiar with the LSU Code of Student Conduct and Commitment to Community, found online at www.lsu.edu/saa. It is your responsibility as a student at LSU to know and understand the academic standards for our community. Students who are suspected of violating the Code of Conduct will be referred to the office of Student Advocacy & Accountability. A first academic violation could result in a zero grade on the assignment or failing the class and disciplinary probation until graduation. For a second academic violation, the result could be suspension from LSU. Ignorance of these guidelines is no excuse for failure to comply with them.

Required Texts

All books are available in the bookstore and online through retailers such as Amazon.com. Paperbacks are acceptable for each.

- Cook, Timothy E. 2005. *Governing with the News: News Media as a Political Institution*. Chicago, IL: Chicago University Press.
- Hamilton, James T. 2004. *All the News That's Fit to Sell: How the Market Transforms Information into News*. Princeton, NJ: Princeton University Press.
- Arnold, R. Douglas. 2004. *Congress, the Press, and Political Accountability*. Princeton: Russell Sage Foundation.
- Groeling, Tim. 2010. *When Politicians Attack*. New York: Cambridge U. Press.

The remaining readings will be available electronically, either through electronic databases available through the LSU library system, or on the Moodle site maintained for this class. **(M)** following a citation denotes its availability on Moodle; **(LSUL)** following a citation denotes availability via the LSU library website.

All due dates, readings, and schedules are subject to change; I will make every effort to avoid any unnecessary changes and provide ample notice if changes become necessary.

Schedule of Readings

PART I. Introduction to News Media and Political Institutions

Week 1. January 13. Why does media matter in politics?

Syllabus distributed. Please order all required books in time for when class resumes business, and read the syllabus carefully.

Week 2. January 20. The study of political institutions.

1. Hall, Peter, and Rosemary Taylor. 1996. "Political science and the three new institutionalisms." *Political Studies*, XLIV, 936-957. (LSUL)
2. Cook, Timothy E. 2006. "The News Media as a Political Institution: Looking Backward and Looking Forward." *Political Communication*, 23: 159-71. (LSUL)
3. Sparrow, Bartholomew H. 2006. "A Research Agenda for an Institutional Media." *Political Communication*, 23: 145-57. (LSUL)
4. Schudson, M. 2002. "The News Media as Political Institutions." *Annual Review of Political Science*, 5: 249-269. (LSUL)

Week 3. January 27. News media as an institution.

1. Cook, Timothy E. 2005. *Governing with the News: News Media as a Political Institution*. Chicago, IL: Chicago University Press.

Recommended for this topic:

- Napoli, Philip M. 1997. "A Principal-Agent Approach to the Study of Media Organizations: Toward a Theory of the Media Firm." *Political Communication*, 14, 207-19.
- Sparrow, Bartholomew H. 1999. *Uncertain Guardians: The News Media as a Political Institution*. Baltimore: The Johns Hopkins University Press.
- Dunaway, Johanna. 2011. "Institutional Influences on the Quality of Campaign News Coverage." *Journalism Studies*, 12(1):27-44.
- Ladd, Jonathan. 2011. *Why Americans Hate the Media and How it Matters*. Princeton: Princeton University Press.

PART II. Producers, sources, and audiences.

Week 4. February 3. Reporters, routines, and news production.

1. Tuchman, Gaye. 1973. "Objectivity as Strategic Ritual: An Examination of Newsmen's Notions of Objectivity." *American Journal of Sociology*, 77(4): 660-679. (LSUL)
2. Eliasoph, Nina. 1988. "Routines and the Making of Oppositional News." *Critical Studies in Mass Communication*, 5: 313-334. (LSUL)
3. Sigelman, Lee. 1973. "Reporting the News: An Organizational Analysis."

American Journal of Sociology, 79:132-151 (LSUL)

4. Breed, Warren. 1955. "Social Control in the Newsroom: A Functional Analysis." *Social Forces*, 33: 326-335. (LSUL)

5. Patterson, Thomas E. and Wolfgang Donsbach. 1996. "News Decisions: Journalists as Partisan Actors." *Political Communication*, 13: 455-468. (LSUL)

Recommended for this topic:

- Epstein, Edward J. 1973. *News from Nowhere*. New York: Random House.
- Gans, Herbert J. 1979. *Deciding What's News: A Study of CBS Evening News, NBC Nightly News, Newsweek, and Time*. Random House, Inc.
- Tuchman, Gaye. 1978. *Making News: A Study in the Construction of Reality*. New York: Free Press.
- Sigal, Leon V. 1973. *Reporters and Officials: The Organization and Politics of Newsmaking*. Lexington, Massachusetts: D.C. Heath.

Week 5. February 10. Economics of news.

1. Hamilton, James T. 2004. *All the News That's Fit to Sell: How the Market Transforms Information into News*. Princeton, NJ: Princeton University Press.

Recommended for this topic:

- Kaniss, Phyllis. 1991. *Making Local News*. Chicago: University of Chicago Press.
- McManus, John H. 1994. *Market-Driven Journalism: Let the Citizens Beware?* Thousand Oaks, CA: Sage Publications.
- McManus, John H. 1995. "A Market Based Model of News Production." *Communication Theory*, 5(4): 301-338. (LSUL)
- Schaffner, B. F. (2005). "Media coverage: The local effects of deregulation." In M. J. Streb (Ed.), *Law and election politics: The rules of the game (77-95)*. Boulder, CO: Lynne Rienner Publishers.
- Yan, Michael Zhaoxu, and Philip M. Napoli. 2006. "Market Competition, Station Ownership, and Local Public Affairs Programming on Broadcast Television." *Journal of Communication* 56:795-812.
- An, Soontae, Hyun Seung Jin, and Todd Simon. 2006. "Ownership Structure of Publicly Traded Newspaper Companies and Their Financial Performance." *Journal of Media Economics* 19(2):119-136.
- Napoli, Philip M., and Michael Zhaoxu Yan. 2007. Media Ownership Regulations and Local News Programming on Broadcast Television: An Empirical Analysis." *Journal of Broadcasting and Electronic Media* 51(1):39-57.
- Hood, Lee. 2007. "Radio Reverb: The Impact of 'Local' News Reimported to Its Own Community," *Journal of Broadcasting and Electronic Media* 51(1) pp. 1-19.
- Gilliam, Franklin, Nicholas Valentino, and Matthew Beckmann. 2002. "Where you live and what you watch: The impact of racial proximity and local television news on attitudes about race and crime." *Political Research Quarterly*, 55: 755-80.

Week 6. February 17. Persuasion, slant, bias, and influence.

1. Kahn, Kim F. and Patrick J. Kenney. 2002. "The Slant of the News: How Editorial Endorsements Influence Campaign Coverage and Citizens' Views of Candidates." *American Political Science Review*, 96:381-94. (LSUL)
2. Gentzkow, Matthew and Jesse M. Shapiro. 2010. "What Drives Media Slant? Evidence from U.S. Daily Newspapers." *Econometrica* 71(8): 35-71. (LSUL)
3. Druckman, James N., and Michael Parkin. 2005. "The Impact of Media Bias: How Editorial Slant Affects Voters." *The Journal of Politics*, 67(4): 1030-1049. (LSUL)
4. Groseclose, Tim, and Jeffrey Milyo. 2005. "A Measure of Media Bias." *The Quarterly Journal of Economics*. CXX(4):1191-1237. (LSUL)
5. Dunaway, Johanna. 2008. "Markets, Ownership, and the Quality of Campaign News Coverage." *Journal of Politics*, 70(4), 1193-1202. (LSUL)

Week 7. February 24. The newsbeat and the concept of "indexing."

1. Molotch, Harvey, and Marilyn Lester. 1974. "Accidental News: The Great Oil Spill as Local Occurrence and National Event." *The American Journal of Sociology* 81(2): 235-260. (LSUL)
2. Bennett, W. Lance. 1990. "Toward a Theory of Press-State Relations." *Journal of Communication* 40(2): 103-125. (LSUL)
3. Althaus, Scott. L., Jill A. Edy, Robert M. Entman, and Patricia Phalen. 1996. "Revisiting the Indexing Hypothesis: Officials, Media, and the Libya Crisis." *Political Communication*, 13: 407-421. (M)
4. Zaller, John R. and Dennis Chiu. 1996. "Government's Little Helper: U.S. Press Coverage of Foreign Policy Crises, 1945-1991." *Political Communication*, 13: 385-405. (M)
5. Cook, Timothy E. 1996. "Afterword: Political Values and Production Values." *Political Communication* 13: 469-481. (M)

Recommended for this topic:

- Bennett, W. Lance, Regina G. Lawrence, and Steven Livingston. 2007. *When the Press Fails: Political Power and the News from Iraq to Katrina*. Chicago, IL: Chicago University Press.
- Blumler, Jay, and Michael Gurevitch. 1981. "Politicians and the Press: An Essay on Role Relationships." In, *Handbook of Political Communication*, Dan D. Nimmo and Keith R. Sanders, eds. Sage Publications. (M)

PART III. Political Institutions.

Week 8. March 3. Parties: Cohesion and control.

1. Groeling, Tim. 2010. *When Politicians Attack*. New York: Cambridge University Press.

Recommended for this topic:

Iyengar, Shanto, and Donald R. Kinder. 1987. *News That Matters: Television and American Opinion*. Chicago: University of Chicago Press.

Groeling, Tim, and Matthew Baum. 2008. "Crossing the Water's Edge: Media Coverage, and the Rally-Round-the-Flag Phenomenon." *Journal of Politics*, 70(4): 1065-1085. (LSUL)

Baumgartner, Frank R., and Bryan Jones. 1993. *Agendas and Instability in American Politics*. Chicago, IL: Chicago University Press.

Gilens, Martin. 1999. *Why Americans Hate Welfare: Race, Media, and Public Opinion*. Chicago, IL: University of Chicago Press.

Iyengar, Shanto, Mark Peters, and Donald Kinder. 1982. "Experimental demonstrations of the "not-so-minimal" consequences of television news programs." *American Political Science Review* 76: 848-57.

Week 9. March 10. Legislatures.

1. Canes-Wrone, Brady, and Cogan. 2002. "Out of step, out of office: Electoral accountability and House members' voting." *American Political Science Review*, 96(1): 127-140.

2. Ansolabehere, Snyder, and Stewart. 2001. "Candidate positioning in US House elections." *American Journal of Political Science*, 45(1): 136-159.

3. Ansolabehere & Snyder. 2004. "Using term limits to estimate incumbency advantages when officeholders retire strategically." *Legislative Studies Quarterly*, 29(4): 487-515.

4. Lax, Jeffrey R., and Justin H. Phillips. 2012. "The Democratic Deficit in the States." *American Journal of Political Science* 56: 148-166.

5. Snyder, James M. Jr., and Tim Groseclose. 2001. "Estimating Party Influence in Congressional Roll-Call Voting." *American Journal of Political Science* 44: 193-211.

Recommended for this topic:

Krehbiel. 1998. *Pivotal politics: A theory of US lawmaking*. Chicago: University of Chicago Press.

Cox & McCubbins. 2005. *Setting the agenda: Responsible party government in the US House of Representatives*. New York: Cambridge University Press.

Week 10. March 17. Legislators in the News. Final paper proposal due.

1. Arnold, R. Douglas. 2004. *Congress, the Press, and Political Accountability*. Princeton: Russell Sage Foundation.

Recommended for this topic:

Cook, Timothy E. 1989. *Making Laws and Making News: Media Strategies in the U.S. House of Representatives*. Washington, D.C.: The Brookings Institution.

Week 11. March 24. Executives and the bureaucracy I.

1. Dickinson & Lebo. 2007. "Reexamining the growth of the institutional presidency, 1940-2000." *Journal of Politics*, 69: 206-219.
2. Canes-Wrone & Shotts. 2004. "The conditional nature of presidential responsiveness to public opinion." *American Journal of Political Science*, 48: 690-706.
3. Carpenter, Daniel P. 2002. "Groups, the Media, Agency Waiting Costs, and FDA Drug Approval." *American Journal of Political Science* 46: 490-505.
4. Howell, William and David E. Lewis. 2002. "Agencies by Presidential Design." *Journal of Politics* 64: 1095-1114.
5. McCubbins, Noll, & Weingast. 1987. "Administrative procedures as instruments of political control." *Journal of Law, Economics, & Organization*, 3: 243-277.
6. Epstein & O'Halloran. 1994. "Administrative procedures, information, and agency discretion." *American Journal of Political Science*, 38(3): 697-722.

Recommended for this topic:

- Farnsworth, Stephen J., and S. Robert Lichter. 2006. *The Mediated Presidency: Television News and Presidential Governance*. New York: Rowman & Littlefield Publishers, Inc.
- Peake, Jeffrey S. 2007. "Presidents and Front-Page News: How America's Newspapers Cover the Bush Administration." *The Harvard International Journal of Press/Politics* 12 (4): 52-70.
- Shah, Dhavan V., Mark D. Watts, David Domke, and David P. Fan. 2002. "News Framing and Cueing of Issue Regimes: Explaining Clinton's Public Approval in Spite of Scandal." *Public Opinion Quarterly* 66: 339-370.

Week 12. March 31. Executives and the bureaucracy II.

1. Edwards & Wood. 1999. "Who influences whom? The President, Congress, and the media." *American Political Science Review*, 93(2): 327-344.
2. Eshbaugh-Soha, Matthew. 2010. "The tone of local presidential news coverage." *Political Communication*, 27: 121-140. (LSUL)
3. Groeling, Tim, and Samuel Kernell. 1998. "Is Network Coverage of the President Biased?" *Journal of Politics* 60 (November): 1063-87.
4. Baum, Matthew A., and Samuel Kernell. 1999. "Has Cable Ended the Golden Age of Presidential Television?" *American Political Science Review* 93:99-114.

5. Eshbaugh-Soha, Matthew, and Jeffrey S. Peake. 2006. "The Contemporary Presidency: 'Going Local' to Reform Social Security." *Presidential Studies Quarterly* 36 (December): 689–704.

Recommended for this topic:

- Cohen, Jeffrey E. 2008. *The Presidency in the Era of 24-Hour News*. Princeton, NJ: Princeton University Press.
- Eshbaugh-Soha, Matthew and Jeffrey S. Peake. 2008. "The Presidency and Local Media: Local Newspaper Coverage of President George W. Bush." *Presidential Studies Quarterly* 38(4): 609-630.
- Eshbaugh-Soha, Matthew. 2008. "Local Newspaper Coverage of the Presidency." *Harvard International Journal of Press/Politics* 31(2):103-119.
- Barrett, Andrew W., and Jeffrey Peake. 2007. "When the President Comes to Town: Examining Local Newspaper Coverage of Domestic Presidential Travel." *American Politics Research* 35: 3–31.
- Kernell, Samuel. 2007. *Going Public: New Strategies of Presidential Leadership, 4th edition*. Washington, D.C.: CQ Press.
- Hager, Gregory L. and Terry Sullivan. 1994. "President-centered and Presidency centered explanations of Presidential Public Activity." *American Journal of Political Science*, 38(4): 1079-1103.
- Clayman, Steven and John Heritage. 2002. "Questioning Presidents: Journalistic Deference and Adversarialness in the Press Conferences of U.S. Presidents Eisenhower and Reagan." *Journal of Communication*: 749-775.

Week 13. April 7: No class, professor at MPSA.

Week 14. April 14: No class, spring break.

Week 15. April 21. Courts.

1. Johnston, Christopher D. and Brandon L. Bartels. 2010. "Sensationalism and Sobriety: Differential Media Exposure and Attitudes Toward American Courts." *Public Opinion Quarterly* 74(2): 260-285. (LSUL)
2. LaRowe, Nicholas. 2010. "On and Off the Supreme Court Beat: A Content Analysis of Newspaper Coverage of the Supreme Court from 1997-2004." APSA 2010 Annual Meeting Paper. Available at SSRN: <http://ssrn.com/abstract=1642697> (M)
3. Nelson, Thomas, Rosalee Clawson, and Zoe Oxley. 1997. "Media Framing of a Civil Liberties Conflict and Its Effect on Tolerance," *American Political Science Review* 91: 567-83. (LSUL)
4. Haider-Markel, Donald P., Mahalley D. Allen, and Morgen Johansen. 2006. "Understanding Variations in Media Coverage of U.S. Supreme Court Decisions: Comparing Media Outlets in Their Coverage of Lawrence v. Texas." *The Harvard International Journal of Press/Politics* 11: 64-85. (LSUL)

Recommended for this topic:

- Slotnick, Elliot, and Jennifer Segal. 1998. *Television News and the Supreme Court: All the News that's Fit to Air?* Cambridge: Cambridge University Press.
- Davis, Richard and Vincent Strickler. 2000. "The Invisible Dance: The Supreme Court and the Press." *Perspectives on Political Science* 29 (2).
- Franklin, Charles H. and Liance C. Kosaki. 1995. "Media, Knowledge, and Public Evaluations of the Supreme Court." In *Contemplating Courts*, Lee Epstein, ed. Washington, D.C.: CQ Press.
- Davis, Richard. 1994. *Decisions and Images: The Supreme Court and the Press*. Prentice Hall.

Week 16. April 28. Presentations.

Final paper due: Friday, May 5 – 12PM.

ADA Statement

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 semester 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>

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.

STUDENTS: We will develop a diverse student body that brings a broad range of backgrounds, goals, points of view, and learning objectives to the program.

FACULTY: We will actively seek out, hire, and support a faculty with strong academic and professional credentials with an emphasis on diversity.

CURRICULUM: We will facilitate conversations about diversity both inside and outside the classroom to further an understanding and tolerance among students, faculty and staff.

CULTURE: We will establish a culture of diversity to supplement and inform the Manship curriculum and personnel.

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.

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. 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</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</p>

	<p>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>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 cancelled all of their advertising, and they later regretted doing so.</p> <p>Correct: McDonald’s cancelled all of its advertising, and it later regretted doing so.</p>
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</p> <p>Correct: The French, the Italians, the Spanish and the Portuguese</p> <p>Incorrect: It was both a long ceremony and very tedious.</p> <p>Correct: The ceremony was both long and tedious.</p> <p>Incorrect: My income is smaller than my wife.</p> <p>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</p>	<p>“I like to go swimming,” she said, “but I am afraid of getting sunburned.”</p> <p>May asked her</p>

	statement that is <u>not</u> a question, the question mark will go outside the closing quotation mark.	daughter, "Who are you going out with tonight?" Who said, "Fame means when your computer modem is broken, the repair guy comes out to your house a little faster"?
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*