

**Public Affairs/Political Science 6326**  
**Decision Tools for Managers**  
**Fall 2007**

“The mind of man is more intuitive than logical, and comprehends more than it can coordinate.” Luc De Clapiers, Marquis de Vauvenargues (1715–1747), French moralist. *Réflexions et Maximes*, (1746).

“Our civilization is still in a middle stage, scarcely beast, in that it is no longer guided by instinct, scarcely human in that it is not yet wholly guided by reason.” Theodore Dreiser, *Sister Carrie*, 1900.

“... the decisions that an individual makes as a member of an organization are quite distinct from his personal decisions.” Chester Barnard. *The Functions of the Executive* 1938, p77.

“...most people share a weakness for quick answers and easy remedies that do not require the painful discipline of thought.” Lyndol Urwick, *Elements of Administration* 1944, p. 15.

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This course is for doctoral students only.

Too many managers, analysts and scholars rely on ad hoc and ill-considered decision-making that results in economic losses to taxpayers, increased costs to consumers and poor public policy choices. This class examines the cognitive psychology of decision-making, provides applied knowledge of several quantitative tools for optimizing decisions and acquaints students with some of the essential literature in the field of decision-making.

**COURSE GOALS:**

- (1) to improve your decision-making skills and help you function at a higher level of professional competence.
- (2) to help you apply various decision tools and theories of decision-making to public organizations, politics and policy-making.
- (3) to enhance your awareness of current scholarship in decision-making.
- (4) to enhance your awareness of the many methods currently in use to

study/understand human decision-making.

(5) to help you lead others to use better decision-making tools in organizational and policy-making environments.

(6) to help you understand that a rational approach to assessing decisions should focus on process and method instead of outcomes.

(7) to appreciate humility as the greatest tool any wise decision-maker can possess.

First, the class will examine a variety of common cognitive problems in decision-making. These cognitive biases and errors result in a multitude of challenges and failures for decision-makers and the parties to these decisions. Knowledge of these cognitive errors and biases in decision-making can lead to more rational and improved decision-making and policy-making. The course also examines the challenges of proper problem identification and problems with group decision-making.

The course acquaints students with several quantitative methods aimed at rationalizing and optimizing decision-making. These techniques range from the elements of statistical quality control to tools such as linear programming and queuing theory. All of the tools noted above have both organizational and policy analytic applications. The course will focus on issues related to the management of public organizations and public policy, but the applications are relevant to all organizations.

Student groups will also present research findings from one of five fields relevant to contemporary decision-making. The nature of these presentations and the topics are defined in the “course requirements” section of this syllabus.

### **Required Texts:**

Barry Render, Ralph Stair, and Michael Hanna (2006). Quantitative Analysis for Management. 9<sup>th</sup> ed. Englewood Cliffs, NJ: Prentice Hall, CD-ROM version. Purchase only a new copy with a new CD-ROM.

Max Bazerman (2006). Judgment in Managerial Decision Making, 6<sup>th</sup> ed., New York: John Wiley and Sons.

Max Bazerman, Jonathan Baron and Katherine Shonk (2001). You Can't Enlarge the Pie: Six Barriers to Effective Government, Cambridge, MA: Basics Books.

**Accessing Required Journal Articles:** The required journals articles noted in the syllabus are accessible through the UTD Library web site. These can be downloaded in full text through the University Library's web site of on-line databases and on-line journals. Do some exploring to navigate the Library's web site. You will learn much through this process. You do need a valid student ID number to access these databases and journals from off campus. Other required journal articles include the URL.

**Mathematical Requirements:** This is not a mathematics course. The course focuses on proper problem identification, model building, data collection and application.

**Nature of Class Sessions:** Night classes are a challenge for all of us. My approach is to lecture for the first portion of the class and then engage you as individuals or groups in the latter half of the class. This should allow us to best use our attention spans and energy levels.

**Course Requirements:** Each student will complete 4 graded assignments. All students will complete (1) a 15-20 page formal research paper, (2) a group project detailed below and, (3) a small portfolio of computer-based class assignments, and (4) a final examination.

**Course Grading:** The research paper will receive 40% of the weighted grade, with each of the other three requirements weighted as 20% each of the total grade. Professor Kiel will not award a grade of “A” to any student who performs well in the four course requirements but who does not contribute in class. Contributing in class means asking and answering questions in front of the entire class group.

### **Course Requirement Details:**

Research paper:

- Each student should select a research paper topic within the field of decision-making that is relevant to his/her intended dissertation topic or areas of research interest.
- The paper should be of 15-20 pages in length.
- Papers should include a minimum of 20 journal articles, from the field of decision-making, in the bibliography of the research paper. Books and book chapters should extend the bibliography beyond 20 references.
- All references in your bibliography should be cited in the text of your paper.
- A general rule of thumb (for Professor Kiel’s classes at least) is that you should have two bibliographic references for every page of your paper.
- Limit the use of quotes from other authors. You should have no more than two quotes (of any length) in a 12-15 page paper.
- The journals noted in the bibliographies of the Bazerman (2006) text and the Render, Stair and Hanna (2006) text should serve as excellent resources for your papers. However, a broad cross-section of journals is preferred.
- The paper should include references to the assigned class readings as these readings are related to your topic. You want to show that you have read the assigned readings.

- You must use proper academic form throughout the paper and properly cite authority. Professor Kiel deducts points from papers that do not use proper academic form – see Turabian 7<sup>th</sup> edition (2007).
- Also, see, Kiel's guidelines for writing research papers on page 13 of this syllabus.
- Submit a one-paragraph abstract of your intended paper topic on August 30 for Professor Kiel's review.
- Papers are due November 1, 2007. Early submissions are welcome.

#### Portfolio:

- The portfolio will include only the computer-based exercises handed-out in class on September 27, October 4, October 11 and October 18.
- Each portfolio entry will include a hard copy of the completed computer assignment results and of any relevant graphs or figures.
- Each portfolio entry will include a one-paragraph explanation of the results of the completed computer-based assignment.
- Staple the assignments together with a cover page and submit them by November 1.

#### Group Presentation:

- Students will be assigned to a group (3 or 4 students) and a topic.
  - This is a formal presentation – use any form of media you think necessary.
  - Each group must identify one article on their topic to be read by all students prior to their presentation (try to make sure the articles are available through the Library's on-line database or on-line journal system).
  - Please be sure to explore the implications of the topic for decision-making in public affairs/administration, politics and public policy. What are the big issues? Why should we care?
  - Please be sure that the presentation includes; (1) the methods used by scholars to explore the topic (e.g. small group studies, MRI brain images, computer simulations); and (2) a hard copy list for all students and the professor of 10-15 articles or books you think should be required reading on the topic.
  - Presentations should be 30-45 minutes and allow time for questions and answer.
  - Groups must provide to their peers and the professor the one article of assigned reading on or before October 11, 2007.
- Topics for the group presentations are:

- Behavioral Economics and Neuroeconomics
- Cross-Cultural Decision Making
- Game Theory
- Agent-Based Modeling
- Effects of Complexity on Decision Making

Final Examination:

- This is a hand written open notes exam. The exam will test your knowledge of the entire course content.
- You will supplement your answers with citations from the course readings. The goal is to show your complete knowledge of the course readings.

**Software Issues:** You should load the QM for Windows from the Render, Stair and Hanna text on your own personal computer/laptop at work and/or home. This software is required to complete the computer-based assignments between September 27 and October 18.

**Professor's Expectations:** This is a graduate class. I expect everyone to be fully prepared for each class and to participate in each class. I also expect each student to participate actively in class.

**Laptop Policy in the Classroom:** One of the challenges of living in an information intensive world is the maintenance of focus. The challenge of focus is obvious to anyone holding a job of managerial level authority in any organization in the United States. There is an expanding body of evidence that the multitasking that typifies the modern workplace and modern life is counterproductive. I will be happy to provide this literature to any student. For a start, please see your text by Bazerman (2006) page 172. Thus, Professor Kiel does not allow students to take notes with laptops in class. In short, these technologies are distractions that extend far beyond simple hand written note taking. There are, however, two dates that students should bring their laptops to class. These dates are September 27, October 4, October 11 and October 18 during which we will use the QM for windows software to perform calculations and produce graphs.

**Cell phone Policy in the Classroom:** Unless you are a law enforcement officer or some other emergency personnel I do not allow cell phone use in class – this includes blackberries and other communication devices. You may have cell phones on stun/vibrate and respond to calls during class breaks. Cell phones, just as laptops, create issues of multitasking that inhibit focus and concentration.

**Why I have Laptop and Cell Phone Policies:** One of my goals as an educator is to model proper behavior. There is a severe reduction in the likelihood of effective decision-making

in highly interrupted and high multi-tasking environments. One of my tasks then is to create an environment conducive to effective decision-making and learning. I am not a technophobe, nor do I believe myself to be unkind. My studies of workplace technology inform me that we constantly add technology without theoretical foundations or proper psychological understanding of effects. On a more mundane level, these technologies are often quite annoying and simply used in rude and uncivilized manners.

**Preferred Style for Citations and Bibliography:** The University now requires that all PhD dissertations use the Turabian style for citations and bibliographies. The public affairs faculty now requires that all public affairs students use this style in all of their papers. It is simply good practice to begin using a style that is required for your dissertation. Please obtain a copy of Kate L. Turabian. *A Manual for Writers of Research Papers, Theses and Dissertations* 7<sup>th</sup> ed. Chicago: University of Chicago Press, 2007.

**Professor's Expectations:** This is a graduate class. I expect everyone to be fully prepared for each class and to participate in each class. I also expect each student to participate actively in class. Participation in class can pull you to the next highest grade.

## COURSE SCHEDULE

<b>Date</b>	<b>Topics</b>
<b>August 16</b>	<p><b>Class Introduction</b>            Course Overview            Testing your own decision-making prowess.            Introduction to the field(s)?            The question of Rationality</p>
<b>August 23</b>	<p><b>Theories and Models of Decision-Making</b></p> <p><i>Render, Stair and Hanna</i> – Chpts. 1-2.</p> <p>Simon, Herbert A. “Rational Decision Making in Business Organizations.” <i>The American Economic Review</i> 69, no.4 (September 1979): 493-513.</p> <p>Kahneman, Daniel. “A Perspective on Judgment and Choice: Mapping Bounded Rationality.” <i>American Psychologist</i> 58, no.9 (September 2003): 697-720.</p> <p>Cohen, Michael, James March and Johan Olsen. “A Garbage Can Model of Organizational Choice.” <i>Administrative Science Quarterly</i> 17, no.1 (March 1972): 1-25.</p> <p>Weick, Karl. “Puzzles in Organizational Learning: An Exercise in Disciplined Imagination.” <i>British Journal of Management</i> 13 (2002): s7-s15.</p>
<b>August 30</b>	<p><b>Cognitive Biases, Framing, Preferences and The Motives of Decision Makers</b></p> <p><i>Bazerman</i> (2006), Chpts 1-4.</p> <p>Barsade, Sigal and Donald Gibson. “Why Does Affect Matter in Organizations?” <i>The Academy of Management Perspectives</i> 12, no. 1 (February 2007): 36-59. Note – this journal was formerly entitled the Academy of Management Executive – search under this title.</p> <p>Estrada, Carlos, Alice Isen and Mark Young. “Positive Affect Facilitates Integration of Information and Decreases Anchoring in Reasoning Among Physicians.” <i>Organizational Behavior and Human Decision Processes</i> 72, no.1 (October 1997): 117-135.</p>

**Sept. 6            Problems and Prospects of Group Decision-Making**

*Bazerman* (2006), Chpts. 8-11

Kerr, Norbert, L. and R. Scott Tindale. "Group Performance and Decision Making." *Annual Review of Psychology* 55 (2004): 623-655.

Schafer, Mark and Scott Crichlow. "Antecedents of Groupthink: a quantitative study." *Journal of Conflict Resolution* 40, no.3 (September 1996): 415-

**Sept. 13           Improving Decision-Making - Systems Thinking Tools for Decision Analysis, Objectivity and Expertise**

Barry Richmond, (1993). "Systems Thinking: critical thinking skills for the 1990s and beyond." *System Dynamics Review*, 9:2, pp. 113-133.

Nominal group technique and the Delphi Method

**Sept. 20           Fairness and Big Policy Questions**

Bazerman, 2006 – Chpt 6.

Bazerman, Baron and Shonk - ALL

**Sept. 27           Decision Making Under Risk**

Decision Tables and Decision Trees

Render, Stair and Hanna – Chpt. 3

Bring Laptops with QM for Windows software loaded

**Oct. 4             Statistical Quality Control**

Natural Variation and Learning

*Render, Stair and Hanna* – Chpt. 17

Bring Laptops with QM for Windows software loaded

W.E. Deming, "On Probability as a Basis for Action", *The American Statistician*, Nov. 1975, 29:4, pp. 146-152.



**Oct. 11 Queuing Theory - Waiting, Civilization and Efficiency**

Render, Stair and Hanna – Chpt. 14

David H. Maister, “The Psychology of Waiting Lines,” 2005.  
[www.davidmaister.com/pdf/PsycholgyofWaitingLines751.pdf](http://www.davidmaister.com/pdf/PsycholgyofWaitingLines751.pdf). (accessed May 2, 2007) -  
 NOTE - the word psychology is misspelled in the URL.

<Groups identify assigned article for peers>

**Oct. 18 Linear Programming**

Optimization with Constraints

Render, Stair and Hanna – Chpts. 7-9.

Green, Linda, Sergei Savin and Ben Wang. “Managing Patient Service in a Diagnostic Medical Facility.” *Operations Research*, 54, no.1 (January/February 2006): 11-25.

**Oct. 25 Student Presentations**

**peer assigned reading**

**Nov. 1 Student Presentations**

**peer assigned reading**

<Research Papers and Portfolios Due>

**Nov. 8 Final Examination****Nov. 15 Terror, Folly and the Non-Rational Escalation of Commitment**

Lessons Learned

*Bazerman* (2006), Chpts. 5 and 12

“The Elements of Folly”, Royal Bank Letter, Published by the Royal Bank of Canada, Sept. 1999, ISSN 0227-5961, pp. 1-4.  
<http://www.rbc.com/responsibility/letter/september1999.html>. (Accessed May 2, 2007).

Kahneman, Daniel and Jonathan Renshon. “Why Hawks Win.” *Foreign Policy* 158 (January/February 2007): 34-38.

Satterfield, Jason M. "Cognitive-Affective States Predict Military and Political Aggression and Risk Taking: A Content Analysis of Churchill, Hitler, Roosevelt and Stalin." *Journal of Conflict Resolution* 42, no. 6 (December 1998): 667-690.

### Some Classic Works

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#### References:

- Dawes, R. (1988). *Rational Choice in an Uncertain World*. New York: Harcourt Brace Jovanovich.
- Hammond, K.R., McClelland, G.H. & Mumpower, J. (1980). *Human Judgement and Decision Making*. New York: Praeger.
- Huber, G.P. (1980) *Managerial Decision Making*. Glenview, IL: Scott Foresman.
- Janis, I.L. & Mann, L. (1977). *Decision Making*. New York: Free Press.
- Kahneman, D., Slovic, P. & Tversky, A. (1982). *Judgement Under Uncertainty*. New York: Cambridge University Press.
- Kaplan, M. & Schwartz, S. (1975). *Human Judgement and Decision Processes*. New York: Academic Press.
- Rappoport, L. & Summers, D. (1973). *Human Judgement and Social Interaction*. New York: Holt, Rinehart & Winston.
- Simon, H. (1976). *Administrative Behavior* (3rd Ed.). New York: Free Press.

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## Student Conduct & Discipline

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations that govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, *A to Z Guide*, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the *Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3*, and in Title V, Rules on Student Services and Activities of the university's *Handbook of Operating Procedures*. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391).

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

## Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). If necessary, your Professor will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

## Email Use

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the

identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

### **Withdrawal from Class**

The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

### **Student Grievance Procedures**

Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's *Handbook of Operating Procedures*.

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

### **Incomplete Grade Policy**

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of **F**.

## **Disability Services**

The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.

The contact information for the Office of Disability Services is:

The University of Texas at Dallas, SU 22

PO Box 830688

Richardson, Texas 75083-0688

(972) 883-2098 (voice or TTY)

Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind.

Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance.

It is the student's responsibility to notify his or her professors of the need for such an accommodation.

Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

## **Religious Holy Days**

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment. If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

Some Rules for Writing a Research Paper  
Produced By L. Douglas Kiel  
Fall 2007

General principles:

Research demands that the researcher view the world from an analytical perspective. Research demands that the researcher be hardheaded and objective. The goal is to remove you from the situation (as much as one can) and analyze the topic at hand.

Public Affairs research includes elements of both basic (pure) and applied (solutions) research. Basic research attempts to answer the questions, “what exists”? Applied research seeks to solve problems and asks the question, “what is the proper solution”? This reality creates particular challenges. Students of public affairs may both produce objective research that describes the world but, may also, at times, sell/advocate improvements discovered through research or developed via their own creativity. Thus, students of public affairs must be able to distinguish between the proper use and application of both pure and applied research.

Your paper should ask a question. For example such a question might be, “Why are medical doctors so subject to the self-confirming bias”? Or, another title/question might be, “Managers and Risk: Are Managers risk-averse”?

Literature Review:

All research must review the existing literature. This ensures that your analysis is not re-inventing a well-discovered wheel. The literature review also helps to show how your research may contribute to the body of knowledge. The literature review also shows that you have adequate understanding of existing knowledge to make statements about that knowledge. The literature review may also reveal gaps in the literature that you can discuss or use as a platform for your own research agenda.

Proper Citing of Authority:

1. If you write the phrase “A large body of literature...” you are obligated to cite examples of that “body of literature”. Your goal is to make verification of your research easy for the reader. Verification is essential to the scientific process.
2. If you write, “According to Smith...” – you are obligated to provide a parenthetical citation of the date of the article/book by Smith of which you are referring.
3. Always use the primary resource as your first choice – avoid using secondary resources.
4. When using another author’s ideas – always give them credit.
5. When quoting an author always include the page number in the reference.

### Grammar:

- avoid colloquialisms – e.g. “that dog won’t hunt”!
- do not end sentences with a preposition – i.e. – at, by, in, from, of, with, to
- avoid the use of self-referential pronouns – i.e. I and We – this is not a “hard” rule but keeps the writer from falling into an overly informal style and also helps to avoid story-telling
- avoid short – 3 word or less sentences – that is reserved for journalists
- avoid one sentence paragraphs – at least 3 sentences is best
- do not use contractions e.g. can’t, isn’t  
always use language that is more formal – cannot, is not
- the period follows the parenthetical citation at the end of the sentence – (Smith, 2001).

### Formatting:

- indent paragraphs – a research paper is not a business letter!
- no extra space between paragraphs
- always number your pages
- never embolden words – the writer’s challenge is to use language that expresses such emphasis – such shortcuts are for journalists
- always break your paper into logical sections – see any published refereed journal article – helps organize your thoughts

### Other Issues:

1. Proofread – no one is perfect, but numerous typos and awkward sentences are nuisances for the reader and show a lack of care for your work. Good scholarship requires a great concern for details! We do not want to mislead any one or waste their time. Pay an editor to read your paper if necessary.
2. Definitions – always define your terms.
3. Beware of unsubstantiated claims – do not make a claim that you cannot support with authority from the relevant research.
4. Read directions – part of being a good scholar is to be careful in your work – again, no one is perfect but we can save time this way. For example, all refereed journals provide, in detail, the proper formatting direction for the journal. If you do not do this, you are in for considerable additional work.
5. Avoid excessive use of web sites – any one can establish a web site and claim authority. Use established journals and publishers. On-line databases including academic journals are increasingly available through on-line services and your library.
6. Do not include titles of articles/books in your text unless the article/book is a classic. Just use a parenthetical reference to the author(s).
7. Be sure that all references in your bibliography show up in your in-text citations.
8. Be sure that in-text citations show up in your bibliography. Kiel goes through each of his papers before he sends it in for review and types into a spreadsheet every author name and date in parentheses in the text.

He then sorts this list alphabetically and compares it with his alphabetized bibliography to ensure that the two lists are consistent.