

Teaching Portfolio

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Teaching Statement

Teaching Interests

At the graduate level, the substantive courses I would like to teach are public opinion, voting & elections, and an American politics core seminar. I also am interested in teaching graduate methods courses such as introductory statistics, regression analysis, maximum likelihood estimation, structural equation modeling, time series, and empirical implications of theoretical models. At the undergraduate level, I would be interested in teaching introductory courses on American government or state politics & policy. I also would be interested in upper division undergraduate courses on public opinion, voting & elections, and quantitative research methods.

Overview of Teaching Experience

My teaching experience has been quite varied. I served as a primary instructor for Introduction to Government in the United States for three semesters at UNC (Spring 2007, Fall 2007, & Spring 2008).¹ As an instructor, I was responsible for choosing course readings, designing a syllabus, creating assignments, planning all classroom activities, and grading all assignments. Doing this made me aware of just how much work a course prep can be and helped me figure out ways to balance class planning with research and other service obligations. For me, teaching was enjoyable, and I found it rewarding when so many students took an interest in the social scientific perspective I added to the class. Prior to teaching on my own, I had the opportunity to serve as a teaching assistant for both Introduction to Government in the United States and the Politics of Organized Interests. There my responsibilities included leading discussion sections, creating assignments, and grading papers and exams.

I also have experience in methodological instruction. In the summers of 2006-2008, I worked as a teaching assistant at the ICPSR summer institute at the University of Michigan for the courses Longitudinal Data Analysis, Regression I, and Time Series. In this setting, I graded student assignments, answered questions one-on-one, and gave a few guest lectures. Additionally, I have worked in a variety of roles at UNC's Odum Institute for Research in Social Science. As a consultant in our computer lab, I regularly answer faculty and students' applied statistical questions, which has required a lot of on-the-spot recall of past training and a clear understanding of how to apply quantitative methods to social research. Also, I have taught short courses on using R and L^AT_EX.² Finally, I had the opportunity to give lectures on data

¹Table 1 summarizes my evaluations for these three semesters.

²Table 2 summarizes my evaluations for these courses.

coding & cleaning, multivariate descriptive statistics (primarily regression), and using Stata for a week-long program at the Odum Institute.³ In all of these settings, the primary challenge has been to help students from a wide range of prior training understand the theory behind and application of the methods being studied. Several tools helped participants understand the course content whatever their technical background: Both intuitive and analytic explanations helped me convey statistical theory, while examples with real data helped me explain how to apply the methods.

Teaching Philosophy

By the end of one of my classes, students should be able to think critically about politics or methods in a theoretical way and apply tools of political science to understand the real world. In practice, my substantive undergraduate classes on American government have focused on the discipline's theories about the topics studied and given students a chance to analyze case studies, current events, and survey data. For example, several of my lectures explain the spatial model of politics and how it can be used to understand elections or lawmaking. Concurrently with the lawmaking discussion, students are asked in homework to interpret case studies of gridlock and policy making successes in terms of the theory studied in class. As another example, several of my lectures use survey data to illustrate the discipline's understanding of what influences public opinion on issues and voting behavior. All of these activities culminate in a final paper in which students compute and interpret their own crosstabulation based on data from the American National Election Study. My hope is that activities such as these will help students understand American politics for years to come, even as issues and personalities change.

In any methods classes that I teach, the goals will be that students should understand the statistical theory behind the method and be able to apply the method to real data as well. At the most basic level, any course that teaches people how to do social scientific research should require students to show that they can use the method. Hence, all of my classes will require at the end that students either replicate a published model or do original analysis of their own. Intermittently, smaller assignments will allow students to practice before working into a larger project. However, simply figuring-out how to mechanically use software is not sufficient for doing quality research. Students also need to show that they can interpret the results of analysis and that they understand the motivation behind the model. Otherwise, they will be less able to tie the analysis back to theoretical substance or to determine when a technique fits the hypothesis and data they have. To make sure that students understand the statistical theory, they will be expected to explain the assumptions and derivation of the model. They also will be assigned some analytic demonstrations to do on their own; these demonstrations will require them to interact with the math behind the model enough to understand how the estimator provides its results. With strong theory to go with practice in application, my courses ideally will position someone to fully understand the research they wish to embark on.

³The program was financed by the Atlantic Coast Social, Behavior, and Economic Sciences Alliance, an organization committed to increasing the number of underrepresented minority students earning Ph.D.s in social science.

Student Evaluations

Table 1: Summary of Evaluations: Introduction to American Government

<i>The instructor usually:</i>	Mean
Demonstrates enthusiasm about teaching.	4.46
Communicates clearly and logically.	4.28
Promotes a climate of mutual respect.	4.70
Encourages student questions.	4.75
Emphasizes critical thinking.	4.15
Uses teaching strategies that promote active involvement.	4.30
Clearly communicates expectations for student performance.	4.19
Regularly provides constructive criticism of student performance.	4.30
Provides timely feedback on student performance.	4.63
Provides a fair evaluation of student performance.	4.28
Is available when needed.	4.73
Is well-prepared for instruction.	4.60
Overall, considering both the possibilities and limitations of the subject matter and the course, I would rate this course as “excellent.”	3.91
Course goals and objectives are clearly specified.	4.68
Course requirements (e.g. assignments attendance, and student responsibilities are clearly specified.	4.57
Course assignments are clearly related to the course objectives.	4.39
Instructional methods in this course facilitate my learning.	3.85
In general, the course is well-organized.	4.32
Course materials stimulated critical thinking.	3.80
I know significantly more about this subject than before I took the course.	4.07
Overall, considering its content, design, and structure, I would rate this course as “excellent.”	3.86
All questions were on a 1 to 5 scale with 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, and 5=strongly agree.	
Data from Spring 2007, Fall 2007, & Spring 2008 semesters. N = 84.	

Table 2: Summary of Evaluations: Short Courses on R & L^AT_EX

<i>How would you rate the following aspects of the short course you just completed:</i>	Mean
Quality of this course overall	3.73
Instructor’s knowledge of the subject matter	3.70
Instructor’s style of presentation	3.51
Course content/topics covered	3.71
Quality of visual aids	3.65
Relevance to your work or studies	3.66
Opportunities to get your questions answered	3.89
Facilities (room, tables, equipment, etc.)	3.86
All questions were on a 1 to 4 scale with 1=excellent, 2=good, 3=fair, and 4=poor.	
Data from Fall 2007, Spring 2008, Summer 2008, & Fall 2008 short courses. N = 56.	

Syllabus

Introduction to Government in the United States

POLI 100, Section 002, Spring 2008

MWF 9:00-9:50, 112 Murphey Hall

Instructor: Jamie Monogan
Office: 312 Hamilton Hall
Phone: 962-0430

Website: <http://www.unc.edu/~monogan/teaching>
E-mail: monogan@email.unc.edu

Office hours:
312 Hamilton Hall

Mon. 10:00-11:30
Wed. 10:00-11:30
or by appointment

Odum Lab statistical consulting:
02 Manning Hall

Tues. 5:00-9:00
Thur. 1:00-5:00
Sun. 1:00-9:00

Course Description and Goals

This course provides a broad overview of the political system in the United States, thereby providing a foundation for future courses you may take regarding American politics. This course will accomplish this by looking at American politics through the lens of political science. In other words, we will try to develop an understanding of cause-and-effect relationships in politics. This theoretical understanding of cause-and-effect should inform your understanding of political interaction even as political personalities and issues change in future years. Since these goals require you not only to know and understand information, but also think for yourself, I will design lectures, discussion, & writing in a way that encourages active thought.

This course asks, “how does American politics work?” By the end of the course, you should be able to:

- Argue how fundamental principles of American politics can best be implemented.
- Explain the basic procedures, rules, and structure of major American political institutions and argue how institutions shape strategic behavior.
- Discuss what influences the principal forms of mass political behavior.

In learning skills of political science, you should be able to:

- Apply principles of rational choice theory to understand real political situations.
- Critically analyze political events and arguments from the newspaper.
- Write a logical and coherent cause-and-effect argument.
- Use evidence and statistical data to evaluate theoretical arguments.

Reading

There is one required text for this course: Kernell, Samuel and Gary C. Jacobson. 2006. *The Logic of American Politics*. 3rd ed. Washington, DC: CQ Press.

Additional readings will be posted on the course webpage, <http://www.unc.edu/~monogan/teaching/>. You must download and print all newspaper readings prior to the meeting for which they are assigned.

Course Requirements and Evaluation

To achieve the goals of this class, you will be asked to write regularly. I value good writing not only in the two paper assignments, but also in daily homework and tests. Exams will ask short-answer, problem-solving, and essay questions. All tests are cumulative and will focus on course goals and unit objectives listed in this syllabus.

Nearly every class will require you to read, solve problems, or write ahead of time to prepare. I will distribute these homework assignments one class ahead of time. These assignments will be graded pass/fail, and are due in person at the start of class. I will also provide feedback on request to anyone who writes “please comment” at the top of a homework assignment. In-class group participation will also be evaluated.

Your final grade will be based on the sum of points earned from each of the following assignments:

First cumulative midterm	10 pts.
Second cumulative midterm	15 pts.
Cumulative final exam	20 pts.
First paper	15 pts.
Second paper	20 pts.
Homework, in-class assignments, & participation	20 pts.

Grades are constructed to reflect the university standards posted at <http://regweb.unc.edu/resources/rpm24.php>, which are summarized below. Grades will be based on how many points you earn according to the following distribution:

A	“highest level of attainment”	90-100 pts.
B	“high level of attainment”	80-89 pts.
C	“adequate level of attainment”	70-79 pts.
D	“minimal passing level of attainment”	60-69 pts.
F	“failed—unacceptable performance”	fewer than 60 pts.

Other Policies and Missed Work

Your regular attendance is necessary for success in this class because missing class disrupts your ability to participate and turn-in homework. It also detracts from other students’ opportunities to benefit from your insights during discussions. Since homework is designed for class preparation, turning-in a hard copy at the start of class is the only guaranteed way to earn credit.

Missed exams can be made up in cases of extreme circumstances (prolonged illness or death in

the family) or travel related to university activities. If you know you will miss an exam, arrangements can be made at least one week in advance, and the exam will be taken prior to when the other students take the exam.

Code of Student Conduct

You are expected to adhere to the Honor Code at the University of North Carolina. It is posted at <http://instrument.unc.edu/>. To qualify its application in this course: tests and papers should be your own work; studying and class preparation can (and should) be done with others.

Student Resources

You can increase your chance of success in this course by using UNC's academic services. The learning center has online tutorials and an office in the Phillips Annex designed to help students develop study skills, its website is <http://www.unc.edu/depts/lcweb/>. The writing center can help you refine written work. You can set an appointment at <http://www.unc.edu/depts/wcweb/>.

How to Succeed in this Course

- Be respectful of your own and others' ideas.
- Attend class consistently.
- Keep up with the readings.
- If something is not clear, ask a question.
- Clarify expectations with the instructor.
- Bring the syllabus for each meeting.

COURSE SCHEDULE

Unit I: Tools of Political Science & Fundamentals of American Government

Week 1: The Logic of American Politics

- Interpret the arguments advanced in *The Federalist*.
- Explain the components of games.
- Argue whether a strategy profile is a Nash equilibrium.
- Explain the premise behind several common games: the coordination game, the prisoner's dilemma, the free-rider problem, & the tragedy of the commons.

Jan. 9: Introduction to the class

Jan. 11: The framers' view of human nature

Reading: Madison's "Federalist 51," pp. 608-610

Jan. 14: Principles of rational choice theory & collective action problems

Reading: from chapter 1 in *The Logic of American Politics*, pp. 3-18

Jan. 16: Collective action problems & institutions; FIRST PAPER ASSIGNED

Reading: from chapter 1 in *The Logic of American Politics*, pp. 18-31

Week 2: The Constitution

- Interpret the arguments advanced in *The Federalist*.
- Explain the purpose behind the institutions the framers crafted.

Jan. 18: Principles behind the Constitution

Reading: Madison's "Federalist 10," pp. 604-607

Jan. 21: NO CLASS, UNIVERSITY HOLIDAY

Jan. 23: Concerns of the framers

Reading: from chapter 2 in *The Logic of American Politics*, pp. 37-50

Jan. 25: Crafting the Constitution; in-class activity for first paper

Reading: from chapter 2 in *The Logic of American Politics*, pp. 50-73

Week 3: Federalism

- Explain how a federal system works.
- Identify causes of increasing nationalization over time.
- Explain the premises of the spatial model of politics.
- Interpret a cross-tabulation.

Jan. 28: The spatial model of politics

Reading: from chapter 3 in *The Logic of American Politics*, pp. 77-89

Jan. 30: Nationalization versus devolution

Reading: from chapter 3 in *The Logic of American Politics*, pp. 90-109

Week 4: Civil Rights

- Distinguish civil rights from civil liberties.
- Identify major civil rights policies the president, the courts, & Congress adopted.
- Critically analyze current debates on civil rights.

Feb. 1: Case study on students with disabilities; FIRST PAPER DUE

Reading: "School Achievement Reports Often Exclude the Disabled" (course website) and from chapter 4 in *The Logic of American Politics*, pp. 143-151

Feb. 4: Defining civil rights & civil rights policy; paper feedback

Reading: from chapter 4 in *The Logic of American Politics*, pp. 113-143

Week 5: Civil Liberties

- Identify the civil liberties protected explicitly & implicitly by the Bill of Rights.
- Explain the process of incorporation.
- Break-down trade-offs when civil liberties compete with other political principles.

Feb. 6: Defining civil liberties

Reading: from chapter 5 in *The Logic of American Politics*, pp. 155-182

Feb. 8: Case study on freedom of religion

Reading: “Supreme Court Rules on Religion in Prison” (course website)

Feb. 11: Criminal rights

Reading: from chapter 5 in *The Logic of American Politics*, pp. 182-200

Feb. 13: Exam Review

Feb. 15: FIRST CUMULATIVE MIDTERM

Feb. 18: Exam debrief

Unit II: The Institutions of Government

Week 6: Congress

- Identify voting rules and organizational structure of Congress.
- Explain the basic process of turning a bill into law.
- Debate how members of Congress can best represent constituents.

Feb. 20: Congressional structure & processes; early instructor feedback

Reading: from chapter 6 in *The Logic of American Politics*, pp. 205-224

Feb. 22: Guest speaker

Reading: from chapter 6 in *The Logic of American Politics*, pp. 224-256

Feb. 25: Representation

Reading: “Battle for Control of Congress Plays Out in a Redrawn Texas” (course website)

Week 7: The Presidency

- Outline the president’s major duties.
- Explain Black’s median voter theorem.
- Demonstrate with the spatial model why gridlock may occur.

Feb. 27: Presidential duties

Reading: from chapter 7 in *The Logic of American Politics*, pp. 261-276

Feb. 29: Gridlock

Reading: from chapter 7 in *The Logic of American Politics*, pp. 276-298

Week 8: The Bureaucracy

- Explain how historical events influenced the bureaucracy’s independence and professionalism.

- Describe the principal-agent problem.
- Explain mechanisms elected officials use to control the bureaucracy.

Mar. 3: Descriptive features of the bureaucracy

Reading: Chapter 8 in *The Logic of American Politics*, pp. 303-322

Mar. 5: The principal-agent problem

Reading: from chapter 8 in *The Logic of American Politics*, pp. 322-340

Mar. 7: Case study on bureaucratic control

Reading: “FDA Was Aware of Dangers to Food” (course website)

Mar. 10-14: NO CLASS, UNIVERSITY HOLIDAY

Week 9: The Federal Judiciary

- Describe the structure of the federal judiciary and the appointment process.
- Describe the appeals process, including the Supreme Court’s process of hearing an appeal.
- Argue whether the Supreme Court should rule by ideology or precedent.
- Interpret a cross-tabulation.

Mar. 17: Structure of the judiciary and decision-making

Reading: “The Fragile Kennedy Court” (course website) and from chapter 9 in *The Logic of American Politics*, pp. 345-366

Mar. 19: The judicial appointment process

Reading: from chapter 9 in *The Logic of American Politics*, pp. 366-377

Mar. 21: NO CLASS, UNIVERSITY HOLIDAY

Mar. 24: Exam review

Mar. 26: SECOND CUMULATIVE MIDTERM

Mar. 28: Exam debrief; SECOND PAPER ASSIGNED

Unit III: Political Behavior & Public Influence

Week 10: Public Opinion

- Explain the sources of considerations that shape individuals’ attitudes.
- Interpret shifts and differences in the content of public opinion on issues and politicians.
- Evaluate opinion poll presentations for trustworthiness and content.
- Interpret a cross-tabulation.

Mar. 31: Background effects & considerations

Reading: from chapter 10 in *The Logic of American Politics*, pp. 381-402

Apr. 2: How opinions aggregate

Reading: “Who Accounts for Change in American Politics?” (course website)

Apr. 4: NO CLASS, INSTRUCTOR AT CONFERENCE

Apr. 7: CLASS IN THE ODUM LAB (MANNING HALL 01), statistics with Stata

Apr. 9: Interpreting real opinion polls

Reading: from chapter 10 in *The Logic of American Politics*, pp. 402-418

Apr. 11: Case study on framing effects; SECOND PAPER DUE

Reading: “Many Don’t Realize It’s Clinton’s Plan They Like” (course website)

Week 11: Voting, Campaigns, & Elections

- Identify the causes of turnout and vote choice.
- Explain the competing forces politicians consider when choosing whether to take moderate or an extreme positions.
- Identify the effective and ineffective components of campaigns.

Apr. 14: Causes of turnout and vote choice; paper feedback

Reading: from chapter 11 in *The Logic of American Politics*, pp. 421-435

Apr. 16: Case study on party primaries

Reading: “Orphan No More, California Enjoys Electoral Muscle” (course website)

Apr. 18: Election campaigns

Reading: from chapter 11 in *The Logic of American Politics*, pp. 435-455

Weeks 12: Political Parties

- Explain how historical events influenced party institutions.
- Explain why there are only two major parties.

Apr. 21: Party systems

Reading: from chapter 12 in *The Logic of American Politics*, pp. 461-492

Apr. 23: Why are there two parties?

Reading: from chapter 12 in *The Logic of American Politics*, pp. 492-501

Apr. 25: Exam review & course evaluations

May 5: FINAL EXAM 8:00am-11:00am, 112 Murphey Hall

Example Paper Assignment

Second Paper: Introduction to Government in the United States

Two primary goals of this class are for you to be able to write a logical and coherent cause-and-effect argument and to evaluate arguments with data. Hence, the purpose of this paper is for you to develop an argument about how two variables should relate, then interpret a cross-tabulation to test your idea. The dependent variable must be political in nature, while the independent variable can be anything you think relates to the dependent variable. For this assignment, you will use data from the 2004 National Election Study, which was conducted by the University of Michigan and includes a sample of 1,212 citizens of voting age. The data are posted at <http://www.unc.edu/~monogan/teaching/> in the file labeled “nes2004.dta”. In writing this paper, it will be helpful to consider the following questions:

1. What is your research question? In other words, what will your cause-and-effect argument and cross-tabulation tell the reader that he or she may not have known?
2. Why should the cause you’re considering produce the effect you expect?
3. Spend about a paragraph explaining your independent and dependent variables. What questions did survey participants answer in giving these responses? What are the possible responses that they gave? Why, in your opinion, are these interesting variables to consider?
4. Spend another paragraph interpreting the results of your cross-tabulation. When comparing the distribution of the dependent variable across columns, do you see a clear trend? Is this the trend you expected? What does this cross-tabulation mean for your cause-and-effect argument? (Note: If your cause-and-effect argument turns out to be false, that may be the most interesting result of all. Part of the purpose of this exercise is to learn something new.)
5. What conclusion can you draw based on what you have learned? Why should someone be interested in what you have found? For example, your result may have a normative (good or bad) implication for American politics, or it may have consequences in many aspects of politics.

Basics

The maximum length for the paper is 1500 words in length (about five pages); please list the word count on the first page. The paper should be double-spaced, 12 point Times New Roman font, with default margins and all pages numbered. Please turn-in a typewritten hard copy to me at the beginning of class on the due date, April 11. (If you are unable to attend class, you may turn-in a hard copy to me early or have someone else give it to me at class time.) This paper is worth 20 possible points.

Criteria for a Successful Paper

1. Quality of argument (Does the writing clearly explain the cause and the effect? Is it convincing in explaining why the cause produces the effect?)

2. Table presentation (Is the table nicely formatted? Does the paper follow the guidelines for including a table? Is sufficient attention paid to interpreting the table?)
3. Overall presentation (Does the writing correctly use grammar & punctuation?)
4. Organization (Does the writing have a clear direction that is followed throughout?)
5. Originality (Does the analysis consider a unique idea? Might the reader learn something new?)

A = excellent performance on all five criteria

B = above average on four or excellent on some but flawed on others

C = average across the board or above average in part but with significant flaws

D = below average across the board

Theory of Cross-Tabulations: A Review

Researchers often seek to explain why a certain variable varies. This variable of interest is the dependent variable. For example, a researcher might be interested in why some people favor gun control, while others do not. The distribution of a dependent variable is the relative frequency of each value of the variable (simply put). Hence, if 46.6% of survey respondents favor a ban on guns, while 53.4% oppose it, this is the distribution of the researcher's dependent variable. A researcher then forms a theory of what causal factor might affect the dependent variable, and the measurement of this causal factor is the independent variable. A researcher might reason that, all else equal, a person will trust the leaders of his or her party on an issue. Since Republican leaders almost universally argue against gun control, while many Democratic leaders favor it, there should be less support for a gun ban among Republicans when compared to Democrats. The researcher could then choose a survey respondent's self-reported party identification to test the hypothesis that Republicans will be less supportive of a gun ban than Democrats.

A cross tabulation tests the hypothesis that an independent variable has a causal effect by comparing the distribution of the dependent variable for each category of the independent variable. The researcher asks: Will certain values of the dependent variable be noticeably more or less frequent when moving from one category of an independent variable to another? If the example researcher observes that 52.9% of Democrats favor a gun ban, while 37.9% of Republicans favor this ban, then he or she might conclude that a 15 percentage point difference in the frequency of this survey answer suggests that the distribution of opinion on gun control for Democrats is different from the distribution of Republicans. Further, support for a gun ban decreases moving from Democrats to Independents and from Independents to Republicans, as expected. The researcher could conclude, then, that partisanship affects opinion on gun control. When organizing a cross-tabulation, follow three important rules:

1. Use the independent variable to define a table's columns and the dependent variable to define the rows. Include raw frequencies in parentheses in each cell and sum-up total frequencies for each row and each column.

2. Always break-down percentages within categories of the independent variable. Many people make a mistake by breaking-down percentages within categories of the dependent variable; such a mistake prevents a researcher from testing the true hypothesis that the independent variable causes the dependent variable and not the reverse.
3. In interpreting results, compare the percentages across columns at the same value of the dependent variable.

Some common mistakes to avoid: First, avoid breaking-down percentages by the dependent variable (see rule 2). Second, avoid comparing the largest percentage in each category of an independent variable: The hypothesis states that the frequency of the dependent variable will vary by value of the independent variable; it does not argue what value of the dependent variable will be most frequent. Lastly, avoid drawing inferences based on the pure magnitude of percentages; the researcher's task is to look at differences in the distribution. For example, even if 80% of Democrats and 60% of Republicans had expressed support for a gun ban, the researcher should not focus on majority support in both categories, but conclude that a 20 percentage point difference implies that partisanship importantly affects gun control opinion.

Data analysis with Stata

Stata is statistical analysis program available at the computer labs in at the Davis and House libraries, as well as the Odum Institute (Manning 01) where we will hold class on April 7. It is a command-prompt program, so you will have to learn a few commands to use Stata. Some of the basic commands are:

- To open a file, you may click “File,” then “Open” in the menu bar, browsing for your data set. For this assignment, you should download “nes2004.dta” from the course website, <http://www.unc.edu/~monogan/teaching/>, and open this data.
- To obtain descriptive statistics about a variable, such as the mean, minimum, & maximum value, type “summarize varname”. Here, varname refers to the name of the variable you are interested in.
- If you would like to see all the data in an excel-style spreadsheet, type “browse”.
- To see the frequency of each possible value of a variable, type “table varname”.

Directions for Running a Cross-Tabulation in Stata

For your reference, here are exact instructions on how to run a cross-tabulation in Stata:

- Download “nes2004.dta” from the course webpage onto the Stata-loaded computer you are using.
- Open this file through the program (as described above).
- Type “tabulate DV IV, column”. Here DV is your dependent variable (the effect) and IV is your independent variable (the cause). By typing “, column” at the end, Stata provides the distribution of the dependent variable within each column in percentage terms.

- If you highlight the text of output screen, you can copy and paste it into Notepad. This way you can save a small document for future reference when you make the table for your paper. You also can paste this into MS Word, but you need to use “Courier New” 8 point font for all of the columns to line-up. (Also, be sure to save in a format your computer can read.)

Table Formatting: Presenting Your Analysis

In the final paper, you should report the results of your cross-tabulation in table format. At the point in your paper in which you begin to explain the results, place the following line between two paragraphs:

[Insert Table 1]

Place Table 1 on a separate page at the end of your paper. An appropriate table design might look like this:

Table 1: Gun Control Opinions, by Partisanship (Cross-Tabulation)

Opinion on Gun Ban	Party Identification			Total
	Democrat	Independent	Republican	
Favor	52.9%	46.6%	37.9%	46.6%
	(314)	(223)	(162)	(699)
Oppose	47.1%	53.4%	62.1%	53.4%
	(280)	(256)	(265)	(801)
Total	100.0%	100.0%	100.0%	100.0%
	(594)	(479)	(427)	(1,500)

Source: 1996 American National Election Study