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REVISION APPROVAL COVER SHEET FOR CONTINUATION OF W-DESIGNATION

TYPE I PROFESSOR COMMITMENT

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Department Economics

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Please provide answers to these questions on the next page:

1. List up to three of the W courses that you have taught since your appointment as a Type I professor.
2. Using your most recent W course, discuss what the writing activities are intended to accomplish. You do not need to describe the amount of writing, frequency of assignments or fill out the summary chart for writing assignments.

Approvals:	Signature	Date
Professor (s)	<i>Stephanie M. Brewer Jozefowicz</i>	3/8/2014
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College Dean	<i>[Signature]</i>	3/23/14
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Liberal Studies

## TYPE I PROFESSOR COMMITMENT

PROFESSOR Stephanie M. Brewer Jozefowicz DEPARTMENT Economics

List up to three of the W courses that you have taught since your appointment as a Type I professor.

- ECON 335 Public Finance
- ECON 345 International Trade

Using your most recent W course, discuss what the writing activities are intended to accomplish. You do not need to describe the amount of writing, frequency of assignments or fill out the summary chart for writing assignments.

ECON 345 International Trade—Fall 2013:

Writing was used in this course in four ways:

### A. Various Short Papers

Across the Fall 2013 semester, several short writing assignments were made. Assignments were based on lecture materials and a variety of course reading materials including textbook selections, news articles, research articles, and web-based materials. Students had the opportunity to hand in a rough draft of their work for instructor feedback and suggestions for improvement before completing their respective final draft.

For one assignment, students had to wrestle with a portion of Adam Smith's writings contained in *The Wealth of Nations*. Smith, now regarded as the "Father of Modern-day Economics," published this book in 1776, so simply reading and comprehending his work is a challenge to today's students given the vastly different writing style and way of life. In my assignment, students must summarize Smith's key points about international trade, connect the relevance of his ideas to trade today, and provide modern illustrations that parallel Smith's examples.

Another assignment, required students to wrestle with 1-2 court documents filed with the U.S. Court of International Trade (USCIT). I provide students with a subset of slip opinions published by the USCIT within the past 12 months. Students have the option of choosing two shorter slip opinions to compare/contrast or one longer slip opinion to analyze. By providing a subset of cases from which to choose, students have the opportunity to choose something that reflects their own personal interests. Across the class as a whole, very few students ultimately chose the exact same two shorter cases or longer case to analyze; hence, providing students with a degree of individual choice seems to lead to better engagement with the topic. Not unlike the Adam Smith assignment, part of the challenge for students in this assignment is to comprehend the "legalese" in these slip opinions. Most students have little to no exposure to legal writing, so this assignment provides exposure to that style of writing. Students are asked to summarize the main ideas, connect the specifics of the chosen case(s) to international trade theory discussed in class, and relate the case to other examples discussed.

### B. The Journal Paper

At the beginning of the Fall 2013 semester, students were given instructions for compiling a current events journal and completing a corresponding journal paper assignment. The journal required students to collect news articles throughout the semester as part of helping them connect the relevance of the course to the real world. Students will select a minimum of three related news articles about which they will write. This flexibility in choosing their own articles allows students to focus on an international trade/finance topic of particular individual interest. Students summarized the contents of the articles, related the articles to basic course theory, and synthesized across articles to explain how the articles are related to each other.

In Fall 2013, many of the news articles collected by my students focused on Russia's bullying of nearby countries to get those countries to turn back from stronger regional relations with the European Union and to re-establish stronger ties with Russia. Hence, this assignment certainly should have given many of my Fall 2013 students better insight into the current Russia-Ukraine crisis unfolding now.

### C. Homework/In-class Assignments

In Fall 2013, homework and/or in-class assignments were made almost every class. In-class assignments required students to work in a collaborative learning setting with other small group members. Assignments asked students to evaluate specified news article readings compiled by me as illustrations of the economic theory currently being analyzed in the lecture, subsections of the textbook, specified data tables/graphs included in the textbook, web page materials for various international trade organizations and government agencies, published research articles, and web-available videos related to international trade topics. Assessment involved short answer/essay discussion questions addressing both comprehension of the ancillary materials and synthesis with course theory.

### D. Written Response Exams

In Fall 2013, I gave two regular exams and a final exam. My upper-level exams were comprised primarily of written response short answer, essay, problem-solving, and graphing types of questions. Exam questions required students to write explanations of international trade issues and theories. The explanations ranged from one sentence to one page, depending upon the question. Often, I broke up a question that could be written as one long essay into several specific parts to better guide students to include the important answer components for which I would be looking. This structure helped me be more consistent in my grading. In a world of increasing class size and other time management pressures that have led more and more faculty to turn to SCANTRON assessment mechanisms, students seemingly have found this type of exam format to be a challenge. Nevertheless, it has helped them refine writing and analytical skills in an important way. Across the semester as a whole, I observed exam score averages improve. I don't believe the later material is necessarily any easier, but students have honed their study skills and demonstrated writing abilities to display better mastery of material in the format required for success on these exams.

Although some questions related to factual regurgitation of course material, the main emphasis of exam questions was on analyzing *why* things happen. Students must be able to write coherent explanations. When graphical analysis or mathematical computations were required, they usually were accompanied by a subsequent question requiring a written explanation of their graphical analysis and/or calculations.

Students regularly complain about the length of my exams, because they are forced to not have just a cursory understanding of the material but to know it well. To perform well, students must be able to organize their thoughts in the face of a time constraint. While students had as much time as they needed to work on papers and complete homework assignments, exams provided a unique format in which students had to be able to think on their feet as they processed and explained information in a timely manner. Students were provided with copies of exams from past semesters as part of their study materials so they have a sense of the style of the exam and level of detailed analysis that would be required even though they themselves would face modified and/or entirely different questions.