



Economics Writing Plan

Compiled by
Stephanie M. Jozefowicz, Professor
And the faculty of the Department of Economics
in consultation with Dr. Bryna Siegel Finer, Director, Writing Across the Curriculum

Submitted to:
the Economics faculty
Dr. Stephen Ferris, Dean, Eberly College of Business
Dr. Lara Leutkehans, Provost
Dr. Dawn Smith-Sherwood, Director of Liberal Studies

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Summary

Eight full-time, tenured faculty members have comprised the Department of Economics during the 2020-2021 academic year. The Department of Economics offers an undergraduate degree, and its faculty members have been teaching courses in various interdisciplinary graduate programs including the Ph.D.—Administration and Leadership Studies, Master of Business Administration, Executive Master of Business Administration, and the Ph.D.—Business. The department has had no teaching assistants nor any graduate assistants. Hence, the stakeholders are the full-time faculty and the students whom we instruct.

This development of this writing plan was launched during the Fall 2017 semester with meetings involving Bryna Siegel Finer (Director of Liberal Studies English and Writing Across the Curriculum), David Yerger (Department of Economics, Chair), and Stephanie Jozefowicz (Department of Economics, WAC Liaison). Conversations about WAC writing plan development became a consistent topic of discussion at department faculty meetings. Economic education academic articles focused on using writing to help students explore economic concepts, improve student writing in economics, and integrate writing into the economics curriculum were collected, catalogued, and ideas shared among faculty members.

Throughout 2018, materials were collected to compile an inventory of writing activities across all departmental undergraduate course offerings, and faculty regularly discussed writing pedagogy in departmental and individual faculty meetings. Across the 2019-2020 academic year, various faculty engaged in broader discussion of assessment and how future assessment might interface with WAC, actively reviewed and potentially revised their own student writing project instructions and grading rubrics and responded to a request by the Liberal Studies Committee to revise the ECON 101/121/122/239 courses as part of the current multi-year liberal studies curricular review process. Revisions to these courses included identifying a streamlined set of Student Learning Outcomes (SLOs), mapping course objectives to these identified SLOs, and beginning to revise an assessment framework. The renewed attention paid to SLOs and course objectives helped inform the development of this writing plan. As the writing plan was underway during the 2020-2021 academic year, faculty reviewed and provided input through an iterative process. Department of Economics faculty also developed a statement of “Department Commitment to Writing” to include on all syllabi for courses that will be a part of the writing-enriched curriculum.

The combined effects of COVID-19 and NextGen delayed submission of this plan.

As of June 14, 2021, 100% of the Department of Economics faculty voted to support the Department Writing Plan for the Economics major as described below along with any revisions recommended by the WAC Director for continuing program facilitation on page 7 and 25 of this document.

As of May 21, 2024, 100% of the BA—Economics program faculty voted to support the updated assessment results along with revisions recommended by the WAC Director for continuing program facilitation on 27 of this document.

**Department of Economics
Department Writing Plan for the Economics Major
Rollout (Fall 2021)**

Professional and Academic Genres in Economics

Economics majors pursue jobs across a wide range of for-profit business, banking, non-profit, and government career paths. An economics degree is highly regarded in the labor market as it signals deeper analytical skills that can complement many other areas of study. Students trained in Economics must be comfortable working with algebraic equations, collecting data series, statistically analyzing data, interpreting statistical results, presenting data in the form of tables and graphs, and drawing policy conclusions.

In a frequently cited paper by Hansen (2001), six expected proficiencies for undergraduate Economics majors are enumerated:

1. Access existing knowledge
2. Display command of existing knowledge
3. Interpret existing knowledge
4. Interpret and manipulate economic data
5. Apply existing knowledge
6. Create new knowledge

Hansen points out, "In a sense, the sequence of proficiencies loosely parallels Bloom's (1956) taxonomy of cognitive objectives but in a form that makes them appropriate and meaningful in economics."

Furthermore, Hansen envisions introductory courses primarily emphasizing the lower-level proficiencies (1-3), upper-level courses extending the emphasis to higher level proficiencies (4 and 5), and research-intensive courses focusing on proficiency 6. Writing-to-learn and writing-to-communicate are both important dimensions to guide students towards achieving these proficiencies across the different undergraduate course levels.

As a discipline, economics has a long history of quality research being conducted and published in the area of economic education best practices. Economic education academic journal articles include a range of qualitative teaching tips articles to in-depth, controlled quantitative studies measuring outcomes of differential instructional techniques. Given this level of interest in pedagogy across the discipline, it is not surprising that student writing and writing instruction have been a topic of investigation as is evidenced by the entries included in the references section of this writing plan.

Professional economists typically write analytical research reports. These vary from short, focused data analysis papers involving summary statistics for a few variables to in-depth econometric regression analysis of larger cross-sectional, time-series, and/or panel data series. Written communication skills include standard prose, as well as theoretical math equations, econometric equations, data tables and graphs, and econometric regression results. The IUP Department of Economics is committed to helping students in improving their writing skills toward the goal of being able to communicate as professionals in the field are required to do.

Student Writing Skills and Abilities

Different Economics courses lend themselves to focusing on different aspects of writing abilities. Exposure to fundamental building blocks of communicating with tables, graphs, and mathematical equations occurs in the 100- and 200-level courses. The proportion of Economics majors in any single class section typically is 10% or less. Thus, the emphasis is to develop key economic language and skills to better enable students to understand and apply these concepts across the broad range of their own disciplines.

Basic skills are reinforced, and new skills are expanded in the 300- and 400-level courses. Most 300- and 400-level courses are controlled elective options, and several are either required or are controlled elective options for degrees in other colleges. Hence, instructors of these courses seek to tailor writing-to-learn (WTL) and writing-to-communicate (WTC) assignments based not only on specific course content but also on the compositions of student groups and how those students are likely to draw on course content in their intended career paths.

All students completing the honors track in economics take the ECON 356 Introduction to Econometrics and either the ECON 456 Advanced Econometrics or ECON 482 Honors Thesis. As Siegfried (2001) points out, undergraduates need opportunities to “do economics’ by undertaking a substantial independent research project” in which they are expected to “formulate a question, structure an analytical approach to the question, collect and assemble evidence bearing on the question, conduct analysis, interpret the results, and communicate the findings to others in both oral and written form.” Siegfried recommends this type of project be embedded in a departmental honors track, and our department achieves this through the research projects completed as part of the ECON 356 and ECON 456/482 sequence. A subset of these students have prepared poster and oral presentations for conference venues and submitted their papers to be competitively judged (e.g., the IUP Scholars Forum, The University of Pittsburgh European and Eurasian Undergraduate Research Symposium, the Pennsylvania Economic Association annual conference, the Midwest Economics Association annual conference, Undergraduate Research at the Capitol Pennsylvania events, and the Pennsylvania Sports Business annual conference). McGoldrick (2008) argues that “the quality of writing outcomes can be measured in part by the extent to which students have published their work.” By this metric, IUP Economics majors consistently demonstrate high quality writing outcomes.

The IUP Department of Economics is committed to introducing, emphasizing, and reinforcing these skills and abilities throughout the curriculum, and does so through the purposeful mapping of writing assignments and activities that follows at the end of this document.

Integration of Writing into Undergraduate Curriculum

Writing has long been an emphasis of the Department of Economics as is evidenced by multiple department faculty attaining instructor certification to support robust offerings of writing-intensive designated courses each semester under the previous university writing framework. The writing-intensive, “W,” courses have not only provided opportunities for Department of Economics majors to earn “W” credits but also students across other disciplines who regularly enroll in the department’s “W” course offerings. Furthermore, the department offers advanced research writing instruction through the coursework included in the departmental Honors Track.

Moving forward, Department of Economics faculty are to participate in professional development training in writing-to-learn pedagogy¹ through writing workshops with the WAC director and in full department faculty meetings that the WAC director may visit.

Writing instruction in the Department of Economics is integrated in two ways: writing-to-learn (WTL) and writing-to-communicate (WTC).

WTL activities allow students to acquire economic analysis tools and enhance economic knowledge through the writing process. In Economics classes, students participate in writing-to-learn activities in order to...

- Employ economic language and models
- Work through and describe complicated concepts and mathematical equations

¹ “What is Writing to Learn?” *Writing Across the Curriculum Clearinghouse*. Colorado State University. 2015. <http://wac.colostate.edu/intro/pop2d.cfm>

- Practice self-expression and express individual opinions utilizing scholarly information
- Demonstrate problem solving and graphing skills in a step-by-step manner
- Foster critical thinking skills
- Respond to reading content, analyze published sources, and make connections between texts across current events news articles, academic journal articles, government agency websites, legal writings, Federal Reserve publications, and other professional publications
- Develop note taking skills
- Pose discussion questions relevant to a theme
- Cultivate succinct prose writing skills

WTC involves direct communication of course content to demonstrate proficiency describing and conducting economic analysis. In economics courses, students practice writing-to-communicate in order to...

- Employ and synthesize economic concepts and models
- Display problem solving and graphing skills
- Exhibit an ability to reproduce mathematical proofs
- Demonstrate critical thinking and knowledge of the course material
- Answer questions and express ideas in a clear, thoughtful, and organized manner
- Gain mastery of basic editing and proof-reading such as identifying paragraph and sentence construction, word choice, and citation format
- Develop proficiency with writing at all stages of research including research notes, data collection, data analysis, reporting statistical results, and addressing policy implications
- Ethically and accurately represent diverse perspectives and experiences

Communicating Writing Expectations to Students

In addition to course syllabi statements, the Department of Economics communicates writing expectations to undergraduate students through a combination of writing assignment structures and instructions, discussion about writing expectations when assignments are made, potential preliminary draft/writing product feedback by either an instructor or a peer, and instructor feedback on final draft/product submissions. Furthermore, instructors actively encourage students to take advantage of resources available through the IUP Writing Center when applicable.

Most courses assign several low-stakes WTL activities throughout a semester. Other common writing activities include essay questions in exams and major assignments. Returning to the six proficiencies for undergraduate economic majors enumerated by Hansen (2001), 100- and 200-level class assessments will primarily utilize WTL exercises to help students access existing knowledge, display command of existing knowledge, and interpret existing knowledge in economics when presented as prose, algebraic equations, data tables, statistical reports, and graphical analysis. As students progress into non-sequenced 300- and 400-level classes, a combination of WTL and WTC activities will guide students to interpret and manipulate economic data and apply existing knowledge. Through honors course work, students will have opportunities to create new knowledge as they conduct their own econometric research.

By employing a variety of WTL and WTC activities, students regularly encounter the need to formulate their thoughts in writing across the Department of Economics curriculum. For WTL activities, grading is primarily based on completion or content ideas. Grading rubrics used for formal WTC assignments help students connect the joint importance of developing good content, as well as, intentionally disseminating that content to different target audiences such as collaborative peers, peer experts, an evaluator (e.g., an instructor or future employer), and the broader public. Rather than trying to implement a “one-size-fits-all” common assignment approach, instructors have the flexibility to develop WTC assignments including reflective papers, reaction papers, literature reviews, research papers, memorandum, resumes, letters to the editor, presentations with slides and/or multi-media components, etc. to best fit sub-disciplinary

course emphases. A core grading rubric will be utilized such that faculty can further break down grammar, language usage, and content categories based on both assignment type and differences in course emphases, as well as differences across introductory, upper level, and honors course domains.

The Department of Economics believes that across 100- and 200-level classes, 300- and 400-level classes, and honors classes, Economics majors will be exposed to a range of economic writing both in terms of reading assignments that demonstrate examples of good economic writing and in terms of student-generated writing. Utilizing a mix of WTL and WTC assignments will engage students in the writing process to hone their skills and better develop their communication skills across narrative, algebraic, statistical, and graphical writing formats. As the Department continues to implement broader assessment strategies, gaps can be determined and addressed.

Department of Economics Commitment to Writing Syllabus Statement

Department of Economics faculty are committed to adding the following writing statement to Economics course syllabi:

Effective writing is critical to a student's current academic and future career success. Thus, the Department of Economics is committed to developing student writing that includes communicating with tables, graphs, mathematical equations, and statistical analyses throughout the curriculum. In Economics courses, students will engage in various writing activities and assignments intended to improve their learning and communication skills and to prepare them for professional careers. In this class you will complete writing assignments and activities designed to improve your communication skills in the profession.

Implementation and Assessment of Department Writing Plan

The WAC Director recommends the following action items for continuing program facilitation:

- Elect at least one faculty member to continue to be the WAC/Economics Majors Liaison (this should count as department Service)
- Provide all Economics faculty with a copy of the DWP, and recommend attendance at WAC workshops or the May 2-day writing workshop for Liberal Studies faculty if they have not already done so
- Encourage Economics faculty to add "Department Commitment to Writing" statement to syllabus as appropriate
- Conduct biennial assessment of a subset of 300- and 400-level Economics courses as part of the broader assessment plan for Economics majors such that this assessment will focus on Economics primary and secondary majors and will utilize an adequate subset of offered courses for a given assessment year
- Report results to the WAC Director for feedback and guidance
- Add areas for the teaching and assessment of writing as goals on department and faculty five-year review documents
- Update the writing outcomes curriculum map as courses are added, removed, and revised in the Economics curriculum (and communicate these changes to the WAC Director)

WRITING OUTCOMES CURRICULUM MAP

Consistent with the identification of a differentiated set of SLO's for 100- & 200-level ECON courses and for 300- & 400-level ECON courses, Department of Economics instructors will implement a combination of writing-to-learn (WTL) and writing-to-communicate (WTC) activities that are differentiated across course levels. Writing within professional economics incorporates mathematical equations, as well as, data collection, analysis, interpretation, and written presentation of data and statistical analysis through tables, graphs, and prose. Hence, learning to communicate well within economics must include the fundamental building blocks of learning to work with written problem-solving equations, draw and label graphs, develop organized data tables, interpret and describe statistical results, as well as, learning to write in a succinct narrative style.

The Writing Outcomes Curriculum Map demonstrates

- Conscious effort on the part of department faculty has been made to place core disciplinary genres at appropriate levels of the curriculum, scaffolding, and reinforcing the writing skills necessary for students to succeed in writing those genres
- Thoughtful integration of WTL activities in most courses in the curriculum
- Balanced measures for assessing writing as process and product, i.e., writing is graded for demonstrating mastery of course content, as well as, improvement of writing skills over time

Curricular course revisions for ECON 101/121/122/239, necessitated by the Liberal Studies Committee, were advanced into the curriculum process in December 2019 and were subsequently approved by the University Senate on March 3, 2020. As part of this curricular review, the Department identified a slightly differentiated set of four SLO's for all undergraduate ECON courses:

SLO's

- I. Informed Learners demonstrate:
 1. the ways of modeling the natural, social and technical worlds (all undergraduate ECON)
 5. the interrelationships within and across cultures & global communities (all undergraduate ECON)
- II. Empowered Learners demonstrate:
 3. problem solving skills using a variety of methods and tools (100- & 200-level ECON)
 7. critical thinking skills including analysis, application and evaluation (300- & 400-level ECON)
- III. Responsible Learners demonstrate:
 4. an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society, and on the physical world (all undergraduate ECON)

Three of the four SLO's are consistent across all courses (I.1., I.5., and III.4.), and the fourth SLO will be used to delineate between 100- & 200-level courses (II.3.) and 300- & 400-level courses (II.7). None of the regular offering 100- or 200-level ECON courses have any other ECON course as a prerequisite. These courses all focus on the building blocks of basic economic language, economic modeling techniques, and economic data. All 300- and 400-level ECON courses have at least one other ECON course as a prerequisite, and some have an additional MATH course as a prerequisite.

Course Number, Course Title, and Course Prerequisite(s) ¹	Expected Writing Skills	Sample WTL and WTC Activities (Course components include some selection of the following assignments ²)	Introduced, Reinforced, or Emphasized	Genres Modeled through Reading
ECON 101 Basic Economics ECON 121 Principles of Macroeconomics ECON 122 Principles of Microeconomics Prerequisite(s): None	a) Students should be able to coherently summarize key points from a presentation and clearly explain the linkages between these key points. b) Students are expected to be able to generate a cogent set of course notes based on classroom presentations, outside data, and other source materials. c) Students are expected (by way of exams) to be able to create and use diagrams and graphs.	1. Note-taking (including narrative, algebraic equation, data table, and graphical analyses) 2. Individual and/or collaborative learning responsive writing 3. Web chat 4. Newspaper/Song lyric/YouTube video/Movie commentary writing 5. Reflective writing 6. Process writing 7. Essay/process writing exams	Introduced	Textbook, websites, current events reported in news media, popular articles, videos, supplemental readings

<p>ECON 143 Financial Wellness</p> <p>ECON 223 Economics of Crime</p> <p>ECON 239 Economics of Sports</p> <p>Prerequisite(s): None</p>	<p>a) Students should be able to coherently summarize key points from a presentation and clearly explain the linkages between these key points.</p> <p>b) Students are expected to be able to generate a cogent set of course notes based on classroom presentations, outside data, and other source materials.</p> <p>c) Students are expected (by way of exams) to be able to create and use diagrams and graphs.</p>	<ol style="list-style-type: none"> 1. Note-taking (including narrative, algebraic equation, data table, and graphical analyses) 2. Individual and/or collaborative learning responsive writing 3. Web chat 4. Newspaper/Song lyric/YouTube video/Movie commentary writing 5. Reflective writing 6. Process writing 7. Essay/process writing exams 8. Creative writing 9. Position paper 10. Annotated bibliography 	<p>Introduced</p>	<p>Textbook, websites, current events reported in news media, popular articles, videos, supplemental readings</p>
<p>ECON 281 Special Topic</p> <p>Prerequisite(s): As appropriate to course content</p>	<p>As special courses are taught, the instructor of record has the prerogative to determine specific course goals and the structure of the course, in consultation with the Department Chair/Department Curriculum Committee.</p>	<p>281 course goals will be appropriately tied to identified SLO's and writing activities based on whether the course is ultimately intended to be a 200- or 300-level course.</p>	<p>Introduced or Reinforced</p>	<p>Textbook, websites, current events reported in news media, popular articles, videos, supplemental readings, scholarly articles</p>
<p>ECON 281 Economic and Social Rights</p> <p>(Development of any future permanent course proposal would designate this course as a 300-level offering.)</p> <p>Prerequisite(s): ECON 101 or ECON 121 or ECON 122</p>	<p>a) Students are expected to be able to generate a cogent set of course notes based on classroom presentations, outside data, and other source materials.</p> <p>b) Students are expected (by way of exams) to be able to create and use diagrams and graphs.</p> <p>c) Students employ economic communication skills by forming economic questions, identifying key economic and social rights issues, and communicating economic research findings.</p>	<ol style="list-style-type: none"> 1. Note-taking (including narrative, algebraic equation, data table, and graphical analyses) 2. Individual and/or collaborative learning responsive writing 3. Web chat 4. Reflective writing 5. Process writing 6. Essay/process writing exams 7. Reaction paper 8. Annotated bibliography 	<p>Reinforced</p>	<p>Textbook, websites, current events reported in news media, popular articles, videos, supplemental readings, scholarly articles</p>
<p>ECON 325 Monetary Economics I</p> <p>Prerequisite(s): ECON 121 and ECON 122</p>	<p>a) Students are expected to be able to generate a cogent set of course notes based on classroom presentations, outside data, and other source materials.</p> <p>b) Students are expected (by way of exams) to be able to create and use diagrams and graphs.</p> <p>c) Students are expected to be able to write cogently about economic issues. They should also be able to explain in writing how certain "shocks," especially those emanating from monetary policy, would affect key macroeconomic variables.</p>	<ol style="list-style-type: none"> 1. Note-taking (including narrative, algebraic equation, data table, and graphical analyses) 2. Individual and/or collaborative learning responsive writing 3. Web chat 4. Newspaper commentary writing 5. Reflective writing 6. Process writing 7. Essay/process writing exams 8. Comparison paper 9. Literature review 10. Annotated bibliography 11. Presentation slides 	<p>Reinforced</p>	<p>Textbook, websites, current events reported in news media, popular articles, videos, supplemental readings, scholarly articles</p>
<p>ECON 326 Monetary Economics II</p> <p>Prerequisite(s): ECON 325</p>	<p>a) Students are expected to be able to generate a cogent set of course notes based on classroom presentations, outside data, and other source materials.</p>	<ol style="list-style-type: none"> 1. Note-taking (including narrative, algebraic equation, data table, and graphical analyses) 2. Individual and/or collaborative learning responsive writing 3. Web chat 	<p>Emphasized</p>	<p>Textbook, websites, current events reported in news media, popular articles, videos, supplemental</p>

	<p>b) Students are expected (by way of exams) to be able to create and use diagrams and graphs.</p> <p>c) Students are expected to be able to write cogently about economic issues. They should also be able to explain in writing how certain “shocks,” especially those emanating from monetary policy, would affect key macroeconomic variables.</p>	<p>4. Reflective writing</p> <p>5. Process writing</p> <p>6. Essay/process writing exams</p> <p>7. Position paper</p> <p>8. Reaction paper</p> <p>9. Contextual analysis/solution</p>		<p>readings, scholarly articles</p>
<p>ECON 330 Labor Economics</p> <p>Prerequisite(s): ECON 121 and ECON 122</p>	<p>a) Students are expected to be able to generate a cogent set of course notes based on classroom presentations, outside data, and other source materials.</p> <p>b) Students are expected (by way of exams) to be able to create and use diagrams and graphs.</p> <p>c) Students employ economic communication skills by forming economic questions, identifying key labor market related outcomes, and communicating such economic research findings.</p>	<p>1. Note-taking (including narrative, algebraic equation, data table, and graphical analyses)</p> <p>2. Individual and/or collaborative learning responsive writing</p> <p>3. Web chat</p> <p>4. Reflective writing</p> <p>5. Process writing</p> <p>6. Essay/process writing exams</p> <p>7. Position paper</p> <p>8. Summary paper</p> <p>9. Memorandum</p> <p>10. Critical persona paper</p>	Reinforced	<p>Textbook, websites, current events reported in news media, popular articles, videos, supplemental readings, scholarly articles</p>
<p>ECON 331 Industrial Organization</p> <p>Prerequisite(s): ECON 122</p>	<p>a) Students are expected to be able to generate a cogent set of course notes based on classroom presentations, outside data, and other source materials.</p> <p>b) Students are expected (by way of exams) to be able to create and use diagrams and graphs.</p> <p>c) Students employ economic communication skills by forming economic questions, identifying key market structure related outcomes, and communicating such economic research findings.</p>	<p>1. Note-taking (including narrative, algebraic equation, data table, and graphical analyses)</p> <p>2. Individual and/or collaborative learning responsive writing</p> <p>3. Web chat</p> <p>4. Reflective writing</p> <p>5. Process writing</p> <p>6. Essay/process writing exams</p> <p>7. Summary paper</p> <p>8. Research paper</p>	Reinforced	<p>Textbook, websites, current events reported in news media, popular articles, videos, supplemental readings, scholarly articles</p>
<p>ECON 335 Public Finance</p> <p>Prerequisite(s): ECON 121 and ECON 122</p>	<p>a) Students are expected to be able to generate a cogent set of course notes based on classroom presentations, outside data, and other source materials.</p> <p>b) Students are expected (by way of exams) to be able to create and use diagrams and graphs.</p> <p>c) Students employ economic communication skills by forming economic questions, identifying key public finance or political economy related outcomes, and communicating such economic research findings.</p>	<p>1. Note-taking (including narrative, algebraic equation, data table, and graphical analyses)</p> <p>2. Individual and/or collaborative learning responsive writing</p> <p>3. Web chat</p> <p>4. Newspaper commentary writing</p> <p>5. Reflective writing</p> <p>6. Process writing</p> <p>7. Essay/process writing exams</p> <p>8. Summary paper</p> <p>9. Journal (current events)</p> <p>10. “What are the Issues?” paper</p> <p>11. Letter to the Editor</p>	Reinforced	<p>Textbook, websites, current events reported in news media, popular articles, videos, supplemental readings, scholarly articles</p>
<p>ECON 338 Poverty in Africa</p>	<p>a) Students are expected to be able to generate a cogent set of course notes based on</p>	<p>1. Note-taking (including narrative, algebraic</p>	Reinforced	<p>Textbook, websites, current events reported in</p>

<p>Prerequisite(s): ECON 101 or ECON 121 or ECON 122</p>	<p>classroom presentations, outside data, and other source materials. b) Students are expected (by way of exams) to be able to create and use diagrams and graphs. c) Students employ economic communication skills by forming economic questions, identifying key economic development related outcomes, and communicating such economic research findings.</p>	<p>equation, data table, and graphical analyses) 2. Individual and/or collaborative learning responsive writing 3. Web chat 4. Reflective writing 5. Process writing 6. Essay/process writing exams 7. Position paper 8. Summary paper 9. Literature review 10. Annotated bibliography 11. Presentation slides</p>		<p>news media, popular articles, videos, supplemental readings, scholarly articles</p>
<p>ECON 339 Economic Development I Prerequisite(s): ECON 121 and ECON 122</p>	<p>a) Students are expected to be able to generate a cogent set of course notes based on classroom presentations, outside data, and other source materials. b) Students are expected (by way of exams) to be able to create and use diagrams and graphs. c) Students employ economic communication skills by forming economic questions, identifying key economic development related outcomes, and communicating such economic research findings.</p>	<p>1. Note-taking (including narrative, algebraic equation, data table, and graphical analyses) 2. Individual and/or collaborative learning responsive writing 3. Web chat 4. Reflective writing 5. Process writing 6. Essay/process writing exams 7. Summary paper 8. Comparison paper 9. Literature review 10. Annotated bibliography 11. Presentation slides</p>	<p>Reinforced</p>	<p>Textbook, websites, current events reported in news media, popular articles, videos, supplemental readings, scholarly articles</p>
<p>ECON 343 Economic History of the United States Prerequisite(s): ECON 101 or ECON 121 or ECON 122</p>	<p>a) Students are expected to be able to generate a cogent set of course notes based on classroom presentations, outside data, and other source materials. b) Students are expected (by way of exams) to be able to create and use diagrams and graphs. c) Students employ economic communication skills by forming economic questions, identifying key historical economic outcomes, and communicating such economic research findings.</p>	<p>1. Note-taking (including narrative, algebraic equation, data table, and graphical analyses) 2. Individual and/or collaborative learning responsive writing 3. Web chat 4. Reflective writing 5. Process writing 6. Essay/process writing exams 7. "Translation" paper (historical documents) 8. Position paper 9. "What are the Issues?" paper</p>	<p>Reinforced</p>	<p>Textbook, websites, current events reported in news media, popular articles, videos, supplemental readings, scholarly articles</p>
<p>ECON 345 International Trade Prerequisite(s): ECON 121 and ECON 122</p>	<p>a) Students are expected to be able to generate a cogent set of course notes based on classroom presentations, outside data, and other source materials. b) Students are expected (by way of exams) to be able to create and use diagrams and graphs. c) Students employ economic communication skills by forming economic questions, identifying key international trade related outcomes, and communicating such economic research findings.</p>	<p>1. Note-taking (including narrative, algebraic equation, data table, and graphical analyses) 2. Individual and/or collaborative learning responsive writing 3. Web chat 4. Newspaper commentary writing 5. Reflective writing 6. Process writing 7. Essay/process writing exams 8. Summary paper 9. Journal (current events)</p>	<p>Reinforced</p>	<p>Textbook, websites, current events reported in news media, popular articles, videos, supplemental readings, scholarly articles</p>

		10. "What are the Issues?" paper		
ECON 346 International Finance Prerequisite(s): ECON 121 and ECON 122	a) Students are expected to be able to generate a cogent set of course notes based on classroom presentations, outside data, and other source materials. b) Students are expected (by way of exams) to be able to create and use diagrams and graphs. c) Students employ economic communication skills by forming economic questions, identifying key international finance related outcomes, and communicating such economic research findings.	1. Note-taking (including narrative, algebraic equation, data table, and graphical analyses) 2. Individual and/or collaborative learning responsive writing 3. Web chat 4. Reflective writing 5. Process writing 6. Essay/process writing exams 7. Summary paper 8. Research paper 9. Contextual analysis/solution	Reinforced	Textbook, websites, current events reported in news media, popular articles, videos, supplemental readings, scholarly articles
ECON 356 Introduction to Econometrics Prerequisite(s): ECON 355 or MATH 214/216/217	a) Students are expected to conduct the type of scholarly research produced by professional economists b) Students write a research paper in a fashion appropriate to the discipline using appropriate econometric jargon (introduction, literature, data, model, results, and conclusion). c) Students become familiar with both the how and the why of developing and producing the most commonly used form of writing in economics, because it is only by doing econometrics that students learn econometrics.	1. Note-taking (including narrative, algebraic equation, data table, and graphical analyses) 2. Individual and/or collaborative learning responsive writing 3. Web chat 4. Reflective writing 5. Process writing 6. Essay/process writing exams 7. Journal (research notebook) 8. Lab Report (statistical) 9. Literature review 10. Professional article 11. Presentation slides 12. Referee report	Emphasized	Textbook, websites, current events reported in news media, popular articles, videos, supplemental readings, scholarly articles
ECON 360 Health Economics Prerequisite(s): ECON 101 or ECON 122	a) Students are expected to be able to generate a cogent set of course notes based on classroom presentations, outside data, and other source materials. b) Students are expected (by way of exams) to be able to create and use diagrams and graphs. c) Students employ economic communication skills by forming economic questions, identifying key health related outcomes, and communicating such economic research findings.	1. Note-taking (including narrative, algebraic equation, data table, and graphical analyses) 2. Individual and/or collaborative learning responsive writing 3. Web chat 4. Reflective writing 5. Process writing 6. Essay/process writing exams 7. Comparison paper 8. Group project report 9. Position paper	Reinforced	Textbook, websites, current events reported in news media, popular articles, videos, supplemental readings, scholarly articles
ECON 361 Environmental Economics Prerequisite(s): ECON 101 or ECON 122	a) Students are expected to be able to generate a cogent set of course notes based on classroom presentations, outside data, and other source materials. b) Students are expected (by way of exams) to be able to create and use diagrams and graphs.	1. Note-taking (including narrative, algebraic equation, data table, and graphical analyses) 2. Individual and/or collaborative learning responsive writing 3. Web chat 4. Reflective writing	Reinforced	Textbook, websites, current events reported in news media, popular articles, videos, supplemental readings, scholarly articles

	c) Students employ economic communication skills by forming economic questions, identifying key environmental related outcomes, and communicating such economic research findings.	5. Process writing 6. Essay/process writing exams 7. Summary paper 8. Reaction paper 9. Research paper		
ECON 362 Global Poverty and Health Prerequisite(s): ECON 101 or ECON 122	a) Students are expected to be able to generate a cogent set of course notes based on classroom presentations, outside data, and other source materials. b) Students are expected (by way of exams) to be able to create and use diagrams and graphs. c) Students employ economic communication skills by forming economic questions, identifying key health related outcomes, and communicating such economic research findings.	1. Note-taking (including narrative, algebraic equation, data table, and graphical analyses) 2. Individual and/or collaborative learning responsive writing 3. Web chat 4. Reflective writing 5. Process writing 6. Essay/process writing exams 7. Comparison paper 8. Group project paper 9. Position paper 10. Case study	Reinforced	Textbook, websites, current events reported in news media, popular articles, videos, supplemental readings, scholarly articles
ECON 365 Economics of Tourism Prerequisite(s): ECON 101 or ECON 121 or ECON 122	a) Students are expected to be able to generate a cogent set of course notes based on classroom presentations, outside data, and other source materials. b) Students are expected (by way of exams) to be able to create and use diagrams and graphs. c) Students employ economic communication skills by forming economic questions, identifying key tourism industry related outcomes, and communicating such economic research findings.	1. Note-taking (including narrative, algebraic equation, data table, and graphical analyses) 2. Individual and/or collaborative learning responsive writing 3. Web chat 4. Reflective writing 5. Process writing 6. Essay/process writing exams 7. Summary paper 8. Research paper	Reinforced	Textbook, websites, current events reported in news media, popular articles, videos, supplemental readings, scholarly articles
ECON 421 Macroeconomic Analysis Prerequisite(s): ECON 121, ECON 122, and (MATH 107/MATH 108 or MATH 121 or MATH 125); or instructor permission	a) Students are expected to be able to generate a cogent set of course notes based on classroom presentations, outside data, and other source materials. b) Students are expected (by way of exams) to be able to create and use diagrams and graphs. c) Students should be able to give clear written explanations of analysis produced from graphical or equation-based macroeconomic models	1. Note-taking (including narrative, algebraic equation, data table, and graphical analyses) 2. Individual and/or collaborative learning responsive writing 3. Web chat 4. Newspaper commentary writing 5. Reflective writing 6. Process writing 7. Essay/process writing exams 8. Summary paper 9. Contextual analysis/solution	Emphasized	Textbook, websites, current events reported in news media, popular articles, videos, supplemental readings, scholarly articles
ECON 422 Microeconomic Analysis Prerequisite(s): ECON 121 and ECON 122 and (MATH 121 or equivalent)	a) Students are expected to be able to generate a cogent set of course notes based on classroom presentations, outside data, and other source materials. b) Students are expected (by way of exams) to be able to create and use diagrams and graphs.	1. Note-taking (including narrative, algebraic equation, data table, and graphical analyses) 2. Individual and/or collaborative learning responsive writing 3. Web chat 4. Reflective writing 5. Process writing	Emphasized	Textbook, websites, current events reported in news media, popular articles, videos, supplemental readings, scholarly articles

	c) Students should be able to give clear written explanations of analysis produced from graphical or equation-based microeconomic models	6. Essay/process writing exams		
ECON 434 Managerial Economics Prerequisite(s): ECON 121, ECON 122, and (MATH 107/MATH 108 or MATH 121 or MATH 125)	a) Students are expected to be able to generate a cogent set of course notes based on classroom presentations, outside data, and other source materials. b) Students are expected (by way of exams) to be able to create and use diagrams and graphs. c) Students employ economic communication skills by forming economic questions, identifying key managerial decision-making related outcomes, and communicating such economic research findings.	1. Note-taking (including narrative, algebraic equation, data table, and graphical analyses) 2. Individual and/or collaborative learning responsive writing 3. Web chat 4. Reflective writing 5. Process writing 6. Essay/process writing exams 7. Lab report (statistical) 8. Position paper	Reinforced	Textbook, websites, current events reported in news media, popular articles, videos, supplemental readings, scholarly articles
ECON 456 Advanced Econometrics Prerequisite(s): ECON 356	a) Students are expected to conduct the type of scholarly research produced by professional economists b) Students write a research paper in a fashion appropriate to the discipline using appropriate econometric jargon (introduction, literature, data, model, results, and conclusion). c) Students become familiar with both the how and the why of developing and producing the most commonly used form of writing in economics, because it is only by doing econometrics that students learn econometrics.	1. Note-taking (including narrative, algebraic equation, data table, and graphical analyses) 2. Individual and/or collaborative learning responsive writing 3. Web chat 4. Reflective writing 5. Process writing 6. Essay/process writing exams 7. Lab Report (statistical) 8. Literature review 9. Professional article 10. Presentation slides 11. Discussant report	Emphasized	Textbook, websites, current events reported in news media, popular articles, videos, supplemental readings, scholarly articles
ECON 462 Energy Economics Prerequisite(s): ECON 122 and (MATH 115 or MATH 121 or equivalent)	a) Students are expected to be able to generate a cogent set of course notes based on classroom presentations, outside data, and other source materials. b) Students are expected (by way of exams) to be able to create and use diagrams and graphs. c) Students employ economic communication skills by forming economic questions, identifying key energy industry related outcomes, and communicating such economic research findings.	1. Note-taking (including narrative, algebraic equation, data table, and graphical analyses) 2. Individual and/or collaborative learning responsive writing 3. Web chat 4. Reflective writing 5. Process writing 6. Essay/process writing exams 7. Research paper 8. Lab report (statistical)	Emphasized	Textbook, websites, current events reported in news media, popular articles, videos, supplemental readings, scholarly articles
ECON 480 Seminar Prerequisite(s): Instructor permission	As seminar courses are taught, the instructor of record has the prerogative to determine course goals and the structure of the course, in consultation with the Department Chair/Department Curriculum Committee.	TBD	Emphasized	Textbook, websites, current events reported in news media, popular articles, videos, supplemental readings, scholarly articles

ECON 481 Special Topics Prerequisite(s): Instructor permission	As special courses are taught, the instructor of record has the prerogative to determine course goals and the structure of the course, in consultation with the Department Chair/Department Curriculum Committee.	TBD	Reinforced or Emphasized	Textbook, websites, current events reported in news media, popular articles, videos, supplemental readings, scholarly articles
ECON 482 Honors Thesis Prerequisite(s): Admission to departmental honors program; prior approval through advisor, faculty member, department chair, dean, and Office of the Provost	As honors thesis courses are taught, the instructor of record has the prerogative to determine course goals and the structure of the course, in consultation with the Department Chair/Department Curriculum Committee.	TBD	Emphasized	Textbook, websites, current events reported in news media, popular articles, videos, supplemental readings, scholarly articles
ECON 493 Internship in Economics Prerequisite(s): Economics major who has completed at least 12cr in economics and has at least a 2.5 GPA in the major and in all course work	Students are expected to work in professional setting to refine their understanding of the standard tools of the trade in the context of hands on experiences as directed by their internship supervisor.	1. Journal 2. Literature review 3. Summary paper	Emphasized	Textbook, websites, current events reported in news media, popular articles, videos, supplemental readings, scholarly articles

¹ Based on the list of courses included in the Course Descriptions section of the *IUP Undergraduate Catalog, 2019-2020*, as well as finalized curricular changes brought forward during the 2020-2021 academic year.

² See <https://www.english.umd.edu/academics/writingcenter/faculty/type> for a description of many of the types of “Writing Assignments Across the Curriculum” listed here.

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Appendix A – Writing Samples Assessment

Protocol

There is no single “capstone” type course that all Economics majors take during their senior year. Required courses include ECON 121, 122, 421, and 434 (as of Fall 2021—prior to this semester, ECON 422 was a required course in place of ECON 434). Additionally, students must complete a minimum of five ECON controlled elective courses, most of which are standalone courses. While ECON 121 and/or ECON 122 serve as prerequisites for all 300- and 400-level courses, most 300- and 400-level ECON courses are considered to be standalone field courses and do not serve as prerequisites for other ECON courses. Some students who are particularly skilled at mathematics will choose to complete ECON 421 and ECON 434 as early as their sophomore year, particularly if they are trying to gauge whether pursuing a graduate degree in Economics is of genuine interest. This flexibility serves not only student best interests, but also better enrollment management. Furthermore, the Department of Economics serves majors, minors, and other students through the same course offerings, and this means that many 300- and 400-level course offerings in any particular semester may reflect a mix of fewer than 50% majors.

Hence, the assessment of writing samples by Economics majors will be attainable by pulling writing samples for Economics majors from multiple 300- and 400-level courses in a given biennial assessment period. These samples will reflect different assignments ranging from professional to research writing per course emphases. Additionally, it should be noted that all students completing the B.A.—Economics/Honors Track must complete both ECON 356 and ECON 456, and many final drafts in ECON 456 reflect a year’s worth of iterative instructor-reviewed and peer-reviewed writing, so writing assessments of these students is anticipated to “exceed expectations” relative to the work by many other students.

It is suggested that for purposes of WAC assessment, two faculty members may separately review and rate the writing samples of Economics majors using the rubric provided on page 24 of this document. The WAC assessment rubric will not necessarily be disclosed to students.

Below are two typical writing assignments that have been used in “W” courses in Economics in the recent past. In the future, a statement similar to the following one will be included in assignment instructions:

*The Economics major is undergoing programmatic evaluation. Please be advised that your work may be randomly chosen for program assessment purposes. Assessment activities **will have no bearing on your course grade**. If you have any questions about assessment protocols for the Economics major, please contact the Department Chair.*

Assignment 1: ECON 345 International Trade Journal and Journal Paper

Part I: International Trade Journal

As part of connecting course topics to real world issues, you will keep a current event journal of news articles related to **INTERNATIONAL TRADE** issues. The U.S. does not have to be a part of the focus of the article. You can select from federal, state, and local **INTERNATIONAL TRADE** issues. Please note that articles about the general condition of the economy (macroeconomics), the Federal Reserve system (monetary economics), specific businesses decisions irrespective of government (industrial organization, managerial economics), or public finance are acceptable **only** inasmuch as there is a **clear** relationship to **INTERNATIONAL TRADE** topics discussed in this course. (Caution: searches for “tariffs” can sometimes yield articles from the electricity/water/natural gas utility industries where “tariff” = “price” or “rate” in terms of

language...i.e., an article about a change in the price of electricity per kilowatt hour typically won't have anything to do with international trade.)

You are responsible for finding *two* articles per week for Weeks *1-10*, as noted on the syllabus in the Course Outline section. The publication date of the articles must be appropriately dated for the respective week. (Consistent with the Course Outline dates, **Monday** marks the beginning of a week for this assignment.)

You may clip the articles from a newspaper or print the articles from the web (English only, please). You must highlight both the date of publication of the article and the news source. (Note: This means that if you use actual scissors to clip an article from a hardcopy newspaper, you need to also clip the page header.)

When you hand in the completed journal assignment near the end of the course...

1. It should be neatly assembled in a folder.
2. Newspaper clippings should be attached to paper so that the entire article may be read, but the article should be folded so that it fits within the edges of the folder.
3. News articles should be organized chronologically in the folder.
4. Both the news article date of publication and the news source should be highlighted.
5. You will need *two* summary pages: one summary page listing the articles by date of publication (each bibliographic entry should include the information required for references following the APA style guidelines, which can be found at https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/reference_list_basic_rules.html), and another summary page listing the article by topic classification. You have the freedom to develop your own classification system—e.g., you may wish to use the textbook chapters. Your article classification should have 3-5 articles listed per topic (i.e., fewer than 3 articles *or* more than 5 articles means you haven't spent enough time thinking about relationships across the articles and/or only searched on a single topic rather than looking for articles reflecting the wider range of topics covered during the semester).

THE INTERNATIONAL TRADE JOURNAL IS DUE BY THE END OF CLASS (10:45 AM) ON THURSDAY, NOVEMBER 7!

Journal Grading Rubric—100 points as follows:

20 articles (appropriate topic and date) at 3 points each	60 points
summary list of articles by chronological date (Follow APA formatting...(to look up guidelines, see link in item #5 above):	10 points
summary list of articles by topic (just list author & news article title under each topic...remember each topic should have 3-5 articles listed—otherwise, restructure your topics):	10 points
highlighting date and source of each article:	10 points
news articles organized chronologically in folder	5 points
overall appearance/professionalism:	5 points

Part II: Journal Paper

Using your summary page of articles listed by topic classification, choose **one** topic with at least three article entries. Write a 3-4 page typed paper summarizing the articles for this topic, analyzing how these articles are related to the topic classification chosen (i.e., you need to connect the articles to specific course language and be sure to explain that course language), and discussing any relationships and/or trends over time that you see across the articles.

Formatting guidelines: 1” margins, either Times New Roman or Arial 11-point font, and double-spaced lines.

The paper should be included in a section of the international trade journal folder along with the journal articles & summaries. *Please print two copies of the journal paper*—one for me to grade and return to you and one for me to retain in my files.

As with other writing assignments this semester, you may hand in a rough draft of any writing assignment one week before the due date for instructor feedback regarding the quality of your work and suggestions for improvement.

THE INTERNATIONAL TRADE JOURNAL PAPER WILL BE DUE BY THE END OF CLASS (10:45 AM) ON THURSDAY, NOVEMBER 7!

Journal Paper Grading Rubric—100 points as follows:

Original Title (i.e., something other than just “Journal Paper”):	of 2 points	Not ending sentences with a preposition (Prep):	of 4 points	Overall organization (Org):	of 3 points
Spelling (Sp):	of 5 points	Not starting sentences with “but,” “and,” “or,” “because,” or “so”:	of 4 points	Introductory paragraph (Intro):	of 3 points
Capitalization (Cap):	of 4 points	Not using “you” or “your” (2 nd pers):	of 4 points	Concluding paragraph (Concl):	of 3 points
Punctuation Marks (Punc):	of 4 points	Consistent Verb Tense (Tense):	of 4 points	Handing in 2 printed copies:	of 2 points
No run-on sentences (run-on):	of 4 points	Consistent singular/plural usage (Sing-Pl):	of 4 points	Following formatting guidelines:	of 2 points
Complete Sentences (Inc):	of 4 points	Transitions/Flow (Trans):	of 4 points		
No Awkward Sentences (Awk):	of 5 points	Word choice/clarity (Clar):	of 5 points	Content:	of 30 points

Part III: Additional Comments

Late assignments will be accepted; however, 10 points per day will be deducted for each day that the journal is late, and 10 points will be deducted separately for each day that the journal paper is late unless prior arrangements are made with the instructor.

The combined journal and journal paper assignment will account for 5% of the final course grade.

Assignment 2: ECON 456 Research Paper

BACKGROUND

As you already well know, it is only by doing econometrics that one actually learns econometrics. Thus, the econometric research paper will be the cornerstone of this course. You and your co-author will be required to write an empirical paper that represents either a *significant* extension of your ECON 356 research paper or an empirical study of an entirely new topic. In either case, a greater emphasis will be placed on the role of the scholarly literature in your research.

If you and your co-author decide to extend your ECON 356 research, consider doing one or more of the following:

- Increase the number of cross-sectional units in the sample
- Increase the number of time periods in the sample
- Create a panel data set from your existing data set
- Create a pooled data set from your existing data set
- Redefine the dependent variable, add/redefine independent variables, change the functional form based on the literature, etc.
- Apply more advanced econometric techniques

I will decide exactly what will qualify as a *significant* extension of your ECON 356 paper. If you choose to conduct an econometric analysis of a new research question, you and your co-author will be expected to produce an entirely new ECON 356 paper. In either case, the goal is for you to obtain additional hands-on experience in the application of econometric techniques to real economic data and further refine your research skills. The result will be a paper similar to those submitted to peer-reviewed journals for consideration for publication. While I realize that you are not professional economists (yet), I expect that your paper will be a high-quality example of applied econometrics. It should be well thought out, well organized, and well written. Consult sections 11.2, 11.3, 11.4, 11.5, and 11.6 (pages 342-357) of Studenmund, and Chapters 1 and 2 (pages 1-27) of Greenlaw for advice on carrying out your research project.

In an effort to combat procrastination, you and your co-author will each be required to submit one progress report to me during the course of the semester. This will give me a chance to assess the status of your research progress and allow me to provide you with suggestions. The goal is to facilitate your progress and to provide support as the semester proceeds. It also should yield a better final paper.

FIRST STEPS

You and your co-author will be required to conduct a more extensive review of the scholarly literature than you did in ECON 356. There will be a greater emphasis placed on establishing a link between the economic theory and research of others and your own work this semester. I expect you to read at least four new articles. Consult the reference lists of articles that you used in ECON 356 to find notable references for your chosen topic. Perform keyword searches in the EconLit database or www.jstor.org available through the IUP Libraries, and www.scholar.google.com. In addition, the library staff can assist you in finding articles relevant to your research. Many articles are available as linked full text online, which will help to speed up your collection of articles. Pay attention to the data sources and references provided in the articles that you read, because they will point you to other useful resources. Keep in mind that some articles and data sources may not be readily available to you. Do not be dismayed if you do not understand everything in the articles. That is to be expected. Your goal is to formulate an extension/topic based on the available literature and data.

KEEPING ON TRACK

Although you are not required to meet with me for progress meetings, please consult with me frequently. Frankly, after successfully writing my dissertation and subsequently writing and publishing various other empirical studies, I know what it is like conducting independent research. I will support and guide you in any way that I can along the path. Additionally, keep in mind that it is very rare that research is completed without the help and encouragement of colleagues. Your fellow students can be an invaluable resource.

PAPER DETAILS

Proposal: A *detailed* proposal must be prepared in order for me to decide whether or not your paper extension or new paper topic is feasible within the constraints of a single semester. On that basis, I will or will not approve your extension/topic. Read Chapters 1 and 2 of Greenlaw (pages 1-27) and pay particular attention to pages 26 and 27. Your proposal must include the five components listed in Greenlaw: statement of the nature of the problem (i.e., background from economic theory and the scholarly literature), the research question, survey of the literature (i.e., a list of references with brief summaries), research design (i.e., list(s) of new dependent and/or independent variables, expected signs for the independent variables, data source(s), description of the data set, etc.), and possible econometric model(s). See the sample research proposal(s) available in the **Research Paper Headquarters** module in D2L for guidance.

Evaluation of your proposal will be based, in part, on the rubric provided on page 28 of Greenlaw. Submit your proposal via D2L. Copies will be distributed to your discussant(s) and me. I will not accept papers on topics that I have not specifically approved.

Length: 10 - 15 double-spaced typed pages, exclusive of tables, appendices, references

Writing: Consult Chapter 5 of Greenlaw (pages 71-91) for advice on writing your paper. The discussant report(s) and my comments on your rough draft should guide your revisions and preparation of the final draft submitted. Please follow the style sheet carefully when formatting your paper and complete the appropriate checklist to accompany the submission of your rough draft and final draft.

I expect you to use standard English, pay close attention to grammar, and spell check your document. Your rough draft and final paper will be penalized for poor spelling and/or grammar. You will be required to visit the Kathleen Jones White Writing Center at least once prior to the submission of your rough draft. The Writing Center is located in 218 Eicher Hall (phone: 724-357-3029; email: w-center@iup.edu). Only online tutoring is available, and hours are Monday through Thursday 10:00 am to 8:00 pm, Friday 10:00 am to 3:00 pm, and Sunday 4:00 to 8:00 pm. Appointments are required, and they can be scheduled through MyIUP under Academic Support and Resources between 2 hours and 2 weeks in advance. For more information, visit www.iup.edu/writingcenter.

Sections: The paper should contain the following sections: cover page, abstract, introduction, literature review, data, model, results, conclusions, references, and any necessary footnotes/endnotes. Additional details follow:

1. An *abstract* containing a brief summary of the problem, the data, the technique, and the main conclusions.
2. An *introduction* to motivate and set up the research question and provide background. The hypothesis to be studied and your contribution(s) also should be highlighted.
3. A discussion of at least four new journal articles in addition to your existing references in your *literature review*.
4. A description of the data employed and an explanation as to why it was chosen in the *data* section. Include a discussion of the sample's descriptive statistics as well.
5. A discussion of the econometric approach used and why it is appropriate in the *model* section. Include discussion of any econometric issues as well.
6. A discussion of the findings and a comparison of them to the existing literature in the *results* section.

7. A *conclusion* drawn from the results of the study. What do the results tell you? Restate the overall argument of the paper with a summary of the results or combine several findings to make a final point. A discussion of policy implications based on the results, the limitations of the study, and possible extensions of the research should be included.

Presentation: Read pages 250-258 in Chapter 12 of Greenlaw for advice on preparing your presentation. The schedule of classroom presentations will be determined on a voluntary basis. You and your co-author randomly will be assigned to dates if there are no volunteers. You will be allotted roughly 15 minutes to present your paper to the class. Your presentation immediately will be followed by a 5-minute presentation from your discussant(s). Questions on your paper from the audience will be posed following the discussant remarks.

Visual aids are required for both your paper and discussant presentations. You should plan to use PowerPoint and to submit your PowerPoint presentations via D2L. In addition, you and your co-author are expected to dress professionally for your presentation. It is not necessary to dress professionally for your discussant presentation, unless it falls on the same date as your paper presentation.

The assigned discussant(s) will provide the presenter(s) and the instructor with a written discussant report(s) on the day of the presentation. The discussant report(s) will serve as the basis for revisions that will be incorporated into the final draft of the paper.

Final Paper: The final draft of the paper should reflect the revisions based on my comments on your rough draft and the discussant report(s). Submit your final draft with checklist via D2L.

REFERENCES

*Dvorak, Tomas. (2007) "An Annotated Sample Paper in Econometrics," *Journal of Economic Education*. 38 (1): 124.

Greenlaw, Steven A. (2006) *Doing Economics*, Boston: Houghton Mifflin.

Studenmund, A.H. (2017) *Using Econometrics: A Practical Guide*, 7th edition, Boston: Pearson.

*Wooldridge, Jeffrey M. (2016) *Introductory Econometrics: A Modern Approach*, 6th edition, Cengage Learning.

(*Available in the **Research Paper Headquarters** module in D2L.)

IMPORTANT DATES/DEADLINES

DEADLINE ¹	TASK	√ DONE
Wed., Feb. 3	Research paper proposal due! Submit your proposal via D2L. Copies will be distributed to your discussant(s) and me.	
Fri., Feb. 26	2021 IUP Scholars Forum Submission Deadline—4:00 pm	
Mon., March 15	Progress report: Rough draft. Complete the progress self-report form posted in D2L. ²	
Tues., March 30	Remember that you are required to meet with the Writing Center at least once prior to the submission of	

	your rough draft tomorrow! Make your <u>online</u> tutoring appointment at least 2 hours in advance at: http://www.iup.edu/writingcenter	
Wed., March 31	Rough draft due! ³ Submit your draft <u>plus</u> your checklist via D2L. Copies will be distributed to your discussant(s) and me.	
Wed., April 7	2021 IUP Scholars Forum	
Mon., April 12	Tentative presentation date. ⁴ Discussant reports due to authors <u>and</u> Dr. J!	
Wed., April 14	Tentative presentation date. ⁴ Discussant reports due to authors <u>and</u> Dr. J!	
Mon., April 19	Tentative presentation date. ⁴ Discussant reports due to authors <u>and</u> Dr. J	
Mon., April 26	Tentative presentation date. ⁴ Discussant reports due to authors <u>and</u> Dr. J!	
Wed., April 28	Tentative presentation date. ⁴ Discussant reports due to authors <u>and</u> Dr. J!	
Mon., May 3	Final draft due! Submit electronic copies of your final draft with checklist and data set via D2L. ⁵	
Wed., May 5 2:45-4:45 pm	Final Terminating Activity; Feedback on ECON 356/ECON 456 Benefits & Skills due!	

- Notes:
- ¹ The penalty for each missed deadline is 5 points per day, unless otherwise specified.
 - ² Failure to submit your progress self-report form by the beginning of class on Monday, March 15, 2021 will automatically reduce your research paper final grade by 10 points.
 - ³ Failure to visit the Writing Center at least once prior to the submission of your rough draft will automatically result in a 5-point penalty in your rough draft grade. The Writing Center staff will send me a form confirming your visit(s), which I will consider to be evidence of your mandatory visit to the Writing Center. Failure to submit the completed rough draft checklist with the rough draft will automatically result in a 2-point penalty in your rough draft grade.
 - ⁴ Attendance at classroom presentations is mandatory for all students, even if you are not presenting on a specific date. Unexcused absences on presentation dates will reduce your research paper final grade by 10 points. Planned absences on these dates must be arranged in advance.
 - ⁵ Failure to submit the completed final draft checklist with the final draft will automatically result in a 2-point penalty in your final draft grade.

GRADING POLICY

REQUIREMENT	GRADE WEIGHT
Rough Draft	15%
Classroom Presentation	10%
Discussant Report	10%
Discussant Classroom Presentation	5%
Final Draft	35%

Note: Homework and scholarly activity assignments account for the remaining 25%.

Co-author Policy: You will be required to complete the research paper assignment in this course with one co-author (subject to course enrollment constraints). You will submit one copy of the rough draft and one copy of the final paper bearing both co-authors' names along with one copy of the appropriate checklist in each case. Both co-authors will receive the same grade on the rough draft and final paper regardless of their actual individual contribution to their completion. While it is up to the co-authors to guard against free-riding behavior, I reserve the

right to intervene in situations where such free riding compromises learning outcomes. Each co-author will submit their discussant report for an individual grade, and their progress self-report form. The classroom presentation of the research paper will be divided between the co-authors with one co-author taking responsibility for presenting the Introduction, Literature Review, Data, and Model sections, and the other co-author being responsible for presenting the Results, Interpretation, Conclusions, and Implications sections. Each co-presenter will receive an individual grade based solely on their portion of the classroom presentation. In addition, each student will complete their own homework/scholarly activity assignments for an individual grade.

WAC Assessment Rubric

	Exceeds Expectations = 4	Meets Expectations = 3	Emerging = 2	Below Expectations = 1
Clearly and correctly presenting data analysis	Demonstrates clear/strong understanding of how to interpret and explain economic data for a familiar audience	Demonstrates general understanding of how to interpret and explain economic data and write it for a familiar audience	Demonstrates an attempt to interpret and explain economic data but with errors	Does not explain or interpret economic data or does so inaccurately
Clearly and correctly linking economic theory to the problem or issue	Prose descriptions are vivid and non-generic; provides ample examples and details in responses of appropriate length	Prose descriptions are vivid and non-generic, uses minimal amount of examples and details, at or close to appropriate length for document	Uses some descriptive language but it is not impactful or vivid; may not have enough description	Vague, generic terms, unclear, does not provide the full amount of necessary/required information
Understanding of audience and task	Formal language, free of colloquialisms, mindful of stakes and audience	Approaches task seriously, may contain only a few minor lapses in formality	Approaches task seriously but contains enough lapses in formality that they are distracting	Inappropriate tone or language (e.g. contractions, stream of consciousness, lack of organization, self-referential)
Grammar and mechanics	Polished grammar and mechanics	Minor errors that do not impede meaning or sentence clarity	Sentences are readable but there are enough errors that they are distracting	Grammatical issues detract from readability
Uses disciplinary terminology appropriately	Fluency with terminology of the discipline	Uses some disciplinary terms mostly appropriately; may miss a few key terms that could be helpful for clearer expression	An even mix of accurate and inaccurately used terminology; may use commonplace terms more than disciplinary terms	Most terms used inaccurately or haphazardly; or does not use any terminology from the discipline

Appendix B –Writing Assessment Results

The 2021 results are considered baseline scores from the first assessment of student writing samples to pilot the rubric and rating protocol. Spring 2024 assessment results (which include samples obtained from both the Fall 2023 and Spring 2024 semesters) are included as an independent measure for pedagogical consideration and for comparison to prior assessment.

Student writing assignments were assessed that entailed deep course content coverage along with both WTL and WTC expectations. Economics majors in ECON 345 (International Trade), ECON 356 (Econometrics), ECON 456 (Advanced Econometrics), and ECON 421 (Macroeconomic Analysis) had samples evaluated. In ECON 345 and 421, samples were pulled from both essay questions on heavily weighted exams and from data and news analysis papers. In ECON 356 and 456, majors had a semester-long research paper evaluated.

The sample size for Spring 2021 was 15. For Spring 2024, the sample size is considerably larger, with 44 samples being assessed.

Areas in which student writing was ABOVE expectation (Exceeds/Meets 77%+)

Criterion 2: Clearly and correctly linking economic theory to the problem or issue

Year/Term	Exceeds/Meets	Emerging/Below
Spring 2021 (n=15)	60% / 33%	7% / 0%
Spring 2024 (n=44)	45.45% / 34.09%	15.91% / 4.55%

Criterion 3: Understanding of audience and task

Year/Term	Exceeds/Meets	Emerging/Below
Spring 2021 (n=15)	67% / 27%	7% / 0%
Spring 2024 (n=44)	52.27% / 43.18%	4.55% / 0.00%

Criterion 4: Grammar and mechanics

Year/Term	Exceeds/Meets	Emerging/Below
Spring 2021 (n=15)	53% / 40%	7% / 0%
Spring 2024 (n=44)	47.73% / 29.55%	18.18% / 4.55%

Criterion 5: Uses disciplinary terminology appropriately

Year/Term	Exceeds/Meets	Emerging/Below
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Spring 2021 (n=15)	67% / 27%	7% / 0%
Spring 2024 (n=44)	50% / 40.91%	9.09% / 0%

Holistic Ranking

Year/Term	Exceeds/Meets	Emerging/Below
Spring 2021 (n=15)	N/A	N/A
Spring 2024 (n=44)	45.55% / 29.55%	18.18% / 6.82%

Areas in which student writing MET expectation (Exceeds/Meets 68%-77%)

Criterion 1: Clearly and correctly presenting data analysis

Year/Term	Exceeds/Meets	Emerging/Below
Spring 2021 (n=15)	53% / 40%	7% / 0%
Spring 2024 (n=44)	43.18% / 31.82%	18.18% / 6.82%

Areas in which student writing was BELOW expectation (Exceeds/Meets 67% and below)

None

Recommendations from the WAC Director based on 2024 Assessment Results

ECON should be commended for their continued success in student writing outcomes. Their students continue to meet or exceed expectations. They drastically grew their assessment size, leading to a more reliable assessment and added a holistic measure.

The holistic measure allows us to see what criterion are most valued by economics faculty. For instance, holistic ratings are most similar to ratings in “Clearly and correctly linking economic theory to the problem or issue.” This is an indicator that “good writing” in the economics department is connected to this linkage of theory and problem/issue.

In their next two-year update, the Economics faculty are encouraged to review their entire plan and update accordingly (course map in particular).

Recommendations from the WAC Director based on initial Assessment Results

Students in Economics are overwhelmingly meeting or exceeding expectations in all criteria of the WAC rubric. In all criteria, the majority of students are “meeting” expectations, which is to be commended. The WAC Director makes the following recommendations based on the results above:

- Attempt to increase sample size. A large sample size will yield more valid results.
- Add another criterion to the WAC Rubric that is a holistic score (not an average of the specific criterion scores) based on the overall impression of the entire writing sample. The holistic score would facilitate comparing outcomes across different upper-level courses that may vary significantly in the types of writing assignments utilized. The holistic scores also can be compared against the scores for specific criterion to help identify the specific criterion most closely linked to the overall impression of the writing.
- Economics faculty should begin to more completely utilize the course map in this document to assure consistent application of the plan with teaching practice. Economics faculty should closely review the course map for classes they are teaching and begin integrating WTL and WTC activities accordingly.
- Faculty will be encouraged to take advantage of professional development opportunities and other resources to improve the effectiveness of their writing-related activities and assignments. Professional development could be phased to focus on each level of the rubric where students are “meeting” expectations (so, presumably average or just above average), perhaps focusing on one or two areas each over the next two years, until this plan is revised for biennial assessment in 2023.