I. General Education Review - Writing Course

Dept/Program | Subject | Course # (i.e. ENEX 200) | Cross listed with
---|---|---|---
ECONOMICS | | ECON 440 (ECNS 433) | EVST 440

II. Endorsement/Approvals
Complete the form and obtain signatures before submitting to Faculty Senate Office.

| Please type / print name | Signature | Date |
---|---|---
Instructor | Helen Naughton  
Derek Kellenberg | | |
Phone / Email | 4586 / 5612  
Derek.kellenberg@mso.umt.edu  
Helen.Naughton@mso.umt.edu | | |
Program Chair | Douglas Dalenberg | | |

III. Overview of the Course Purpose/Description: Provides an introduction to the subject matter and explains course content and learning goals.

This course outlines a theoretical framework for the analysis of environmental problems, including concepts of market failure, externalities and property rights. The policy implications of this analytical model are explored for a range of topics including pollution and the preservation of natural environments and species.

Learning outcomes: Upon completion of this course, students should
1. have an understanding of how externalities and public goods create market failure in the context of the environment.
2. have an understanding of how policies such as cap and trade, Pigouvian taxes and standards can be used to correct market failure.
3. have a working knowledge of the criteria used to analyze proposed policy solutions.

IV. Learning Outcomes: Explain how each of the following learning outcomes will be achieved.

<table>
<thead>
<tr>
<th>Student learning outcomes</th>
<th>A research writing assignment coupled with lectures and class discussion will have students find and synthesize new material and concepts.</th>
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<tbody>
<tr>
<td>Use writing to learn and synthesize new concepts</td>
<td>The research writing component will have students formulate ideas in writing.</td>
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<tr>
<td>Formulate and express opinions and ideas in writing</td>
<td>The research writing assignment will require students to write for the appropriate audience.</td>
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<tr>
<td>Compose written documents that are appropriate for a given audience or purpose</td>
<td>The research writing assignment(s) will require one or more revisions.</td>
</tr>
<tr>
<td>Revise written work based on constructive feedback</td>
<td>A research writing assignment will require students to find, evaluate and use information related to the environmental issue they are researching.</td>
</tr>
<tr>
<td>Find, evaluate, and use information effectively (see <a href="http://www.lib.umt.edu/informationliteracy/">http://www.lib.umt.edu/informationliteracy/</a>)</td>
<td></td>
</tr>
</tbody>
</table>
Begin to use discipline-specific writing conventions

<table>
<thead>
<tr>
<th>Demonstrate appropriate English language usage</th>
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<tr>
<td>Students will have to use economic terminology and models in their research paper.</td>
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<tr>
<td>The research paper will require students to demonstrate the appropriate use of English.</td>
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</table>

### V. Writing Course Requirements Check list

<table>
<thead>
<tr>
<th>Is enrollment capped at 25 students? If not, list maximum course enrollment. Explain how outcomes will be adequately met for this number of students. Justify the request for variance.</th>
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<tbody>
<tr>
<td>x Yes ☐ No</td>
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<tr>
<th>Are outcomes listed in the course syllabus? If not, how will students be informed of course expectations?</th>
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<tr>
<td>x Yes ☐ No</td>
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<tr>
<th>Are expectations for Information Literacy listed in the course syllabus? If not, how will students be informed of course expectations?</th>
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<tbody>
<tr>
<td>☐ Yes x No The class will make use of session(s) with librarians on information literacy. Course expectations regarding information literacy will be discussed in class.</td>
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<tr>
<th>Are detailed requirements for all written assignments included in the course syllabus? If not how and when will students be informed of written assignments?</th>
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<tbody>
<tr>
<td>x Yes ☐ No</td>
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<tr>
<th>What instructional methods will be used to teach students to write for specific audiences, purposes, and genres?</th>
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<tbody>
<tr>
<td>Students complete a research writing assignment that will require them to look at past research and writing in order to learn how economists write for their audience.</td>
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<tr>
<th>Will written assignments include an opportunity for revision? If not, then explain how students will receive and use feedback to improve their writing ability.</th>
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<tbody>
<tr>
<td>x Yes ☐ No</td>
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</table>

### VI. Writing Assignments:

Please describe course assignments. Students should be required to individually compose at least 16 pages of writing for assessment. At least 50% of the course grade should be based on students’ performance on writing assignments. Clear expression, quality, and accuracy of content are considered an integral part of the grade on any writing assignment.

<table>
<thead>
<tr>
<th>Formal Graded Assignments</th>
<th>50% A research writing assignment or series of assignments will be used. Students will be required to compose at least 16 pages counting revisions and this will be 50% of the course grade.</th>
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</table>

<table>
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<tr>
<th>Informal Ungraded Assignments</th>
<th>0%</th>
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</table>

### VII. Syllabus:

Paste syllabus below or attach and send digital copy with form. The syllabus should clearly describe how the above criteria are satisfied. For assistance on syllabus preparation see: http://teaching.berkeley.edu/bgd/syllabus.html

Paste syllabus here.
The University of Montana  
ECONOMICS OF THE ENVIRONMENT-ECON 440  

Fall 200*  
SYLLABUS  

INSTRUCTOR: Dr. Derek Kellenberg  
CLASS HOURS: 8:10-9:30 AM, TTh  
CLASS LOCATION: GBB 201  
OFFICE HOURS: TTh 1:15-2:15 PM (or by appointment)  
OFFICE LOCATION: Liberal Arts 403  
TELEPHONE: 243-5612  
EMAIL: Derek.Kellenberg@mso.umt.edu  

Note: The following syllabus defines the rules and important dates for the semester. However, I reserve the right to make changes if the need arises.  

Course Overview:  

The subject of environmental policy is often one of great emotion, controversy and confusion. The task of sorting through the nuances of environmental concerns and deciding on the best course of action has been a challenge for the public and government officials alike. The result, especially over the course of the past 30 years, has been a significant increase in the use of economics as a tool to help inform public policy debates with respect to environmental issues. This course is an introduction to the fundamental theory and methodology used by economists to help guide policy makers in making decisions regarding environmental problems. We will begin the course with a quick review of microeconomic principles and move quickly into environmental applications covering topics such as the equimarginal principle, market failure, benefit-cost analysis, efficiency vs. equity, and the Coase Theorem. During the later part of the term we will explore different types of environmental policy design as well as applications to specific U.S. and international environmental issues.  

Text:  

The required text for the course is Environmental Economics and Management: Theory, Policy, and Applications, 4E by Callan and Thomas. The lecture will follow the basic outline of the book, however, the book is not a substitute for lecture. A good deal of the information we will cover in class will not be from the book.  

In addition, over the course of the semester I may periodically assign additional articles that will be posted on the class Blackboard website. I will make an announcement in class a week ahead of time about when to look for them and when I expect you to have them read.
Grading:

Course grading will be based on two midterm exams, each worth 20% of the overall grade, an environmental policy paper worth 50% of the overall grade (to be explained the first day of class), and a 10% pop quiz score.

Exams

There will be two midterm exams, each worth 20% of your overall class grade. THERE WILL BE NO MAKE-UP EXAMS. There will be no exceptions to this rule. If you miss a midterm exam or are unsatisfied with a midterm performance, for whatever reason, you may take the Optional Comprehensive Final Exam to substitute for the midterm exam that you missed or would like to replace.

Exam Drop Policy

Please be aware that I do not allow you to replace one of your midterm exams with the optional comprehensive final exam simply to be “nice”. Over the course of the semester there are always people who will unfortunately experience some sort of illness or personal or family hardship. As such, I allow each of you to replace one midterm exam as a form of insurance policy against unforeseen events so that you can tend to any personal or family matters without it affecting your overall grade. DO NOT make the mistake of slacking off early in the semester thinking you can simply take the optional comprehensive final exam to make up for a poor early performance. If something comes up later in the semester that causes you to miss one of the other midterm exams or the Optional Comprehensive Final Exam, then you will have to accept the poor performance on the midterm you missed/failed as part of your overall class score.

Graduate Student Increment (For Graduate Students only)

Graduate Students taking the course are required to complete an additional assignment for successful completion of the course. Each graduate student must choose a current environmental topic of their choice for my approval. Upon my approval, each student will write a literature review paper that fully describes the environmental topic and the literature to date. Successful completion of this project will constitute a polished paper complete with references. The literature review will be scored on a pass/fail basis, with a pass grade necessary for a passing grade in the course. The final paper is due to me by the last day of class (December 4th).

A Word on Cheating and Plagiarism: Do not do it! All students are expected to abide by the University of Montana Student Conduct Code. Any violators of the Student Code of Conduct will be subject to punishment as outlined in the Student Code. For more information on the Student Code of Conduct please consult the following website:

NOTE (For students with disabilities): Students with physical, psychiatric or learning disabilities that require specific accommodations should let me know the first week of class so that your learning needs may be appropriately met.

Lecture Notes: Lecture notes will be made available on the Blackboard class webpage prior to each class period. Keep in mind that the posted lecture notes are not complete. I suggest that you print out a copy of the slides before each class period so that you can fill in notes during lecture.

The Exam and Project due dates are set as follows:

- Midterm Exam 1, Tuesday, October 14th
- Midterm Exam 2, Thursday, December 4th
- Final Policy Paper, Thursday, November 20th
- Optional Comprehensive Final Exam, Tuesday, December 9th, 10:10AM – 12:10PM

If you know that you will have a conflict with the Final Exam date you need to come see me the first week of class to make alternative arrangements.

Environmental Policy Paper:

The Environmental Policy Paper referred to above will entail:

I. A clear and concise environmental policy paper entailing 4 components:
   i. A review of an environmental problem (approx. 2-4 pages).
   ii. A synopsis of current policy to address the problem (approx. 2-4 pages).
   iii. Proposal and analysis of an alternative suggested policy (2-4 pages).
   iv. Complete references.

II. To avoid putting projects off until the last minute, 30% of your overall project grade will be based on intermediate assignments designed to get you moving earlier in the semester. Dates, percentages, and content for intermediate assignments and the final paper are as follows:
   i. (15%) A clear and concise 1 page explanation of the environmental problem you intend to write your paper on. This should include a clear indication of what the market failure is and who is being harmed/benefited? Also, you must submit a list of references to be used for your paper. Due Thursday, October 23rd.
   ii. (15%) A 2-3 page paper outlining the environmental topic, current regulation related to the problem, and at least one paragraph describing a new suggested policy that you will propose. Due Thursday, November 6th.
   iii. (70%) The final policy paper is due in class on Thursday, November 20th. I will deduct 10% for each day that your paper is late.
NOTE: Students with physical, psychiatric or learning disabilities that require specific accommodations should let me know the first week of class so that your learning needs may be appropriately met.

Course Schedule

The following outline is an approximate roadmap of the chapters and topics we will attempt to cover before each exam. The exam dates are set as hard dates. However, the coverage on each exam could contain more or less than outlined below, depending on how quickly the class is absorbing the material. I will let you know 1 week before each exam exactly which chapters and topics will be covered. The final exam will be comprehensive, but will be weighted more heavily on the material we cover after Midterm 2.

Section 1: Principles and Tools

- Chapter 1 Circular Flow Model and Identifying Pollutants
- Chapter 2 Market Fundamentals and Social Welfare
- Chapter 3 Market Failure and Social Costs

Section 2: Environmental Policy

- Chapter 4 Command-and-Control Policies
- Chapter 5 Market Based Policies

**Midterm 1, October 14th**

Section 3: Environmental Valuation

- Chapter 6 Assessing Risk and Environmental Hazards
- Chapter 7 Benefit Assessment
- Chapter 8 Cost Assessment
- Chapter 9 Benefit-Cost Analysis

Section 4: U.S. and International Environmental Issues

- Chapters 10-13 U.S. and Global Air Quality
- Chapters 14-16 Water Quality
- Chapters 17-19 Solid Waste and Toxic Substances
**Midterm 2, December 4th**
**Optional Comp. Final Exam, Tuesday, December 9th, 10:10 AM – 12:10 PM**