Please attach/submit additional documents as needed to fully complete each section of the form. See Writing Course Resources

I. COURSE INFORMATION

Department: ECNS
Course Title: Communicating Economics
Course Number: 481

Type of Request: ☑New ☐One-time Only ☐Renew ☐Change ☐Remove
Rationale:

II. ENDORSEMENT / APPROVALS

* Instructor: Derek Kellenberg
  Signature _______________________ Date________
  Phone / Email:

Program Chair: Jeff Bookwalter
  Signature _______________________ Date________

Dean:
  Signature _______________________
  Date________

*Form must be completed by the instructor who is teaching the course. If the instructor of the course changes before the next review, the new instructor must be provided with a copy of the form prior to teaching the course.

III. OVERVIEW OF THE COURSE PURPOSE / DESCRIPTION

Provide an introduction to the subject matter and course content:

In this course, students will integrate and apply the knowledge they have gained through the Economics major and develop their skills in communicating that knowledge. Students will apply economic theory and evidence to practical problems faced by themselves, policymakers, businesses or other economic agents. Students will practice identifying the economic principles behind observed problems or interesting phenomena, applying economic models to analyze these topics, and communicating this knowledge in different ways to a range of audiences. Additionally, students will learn to read academic research papers and synthesize the findings in order to answer practical questions.

IV. LEARNING OUTCOMES
Provide examples of how the course will support students in achieving each learning outcome

- Identify and pursue sophisticated questions for academic inquiry.
  
  Yes  If yes, how will student learning be supported?

  All the assignments tackle sophisticated questions of economic theory, policy and applications. We see the course as building from some basic skills - summarizing and communicating economic ideas – to synthesizing material from high-level academic sources, to writing a policy proposal that integrates theoretical and empirical economics for non-specialists.

- Find, evaluate, analyze, and synthesize information effectively and ethically from diverse sources. (see Mansfield Library Information Literacy Guide) Subject liaison librarians are available to assist you embed information literacy into your course.
  
  Yes  If yes, how will student learning be supported?

  With the policy focus of both this course and the discipline as a whole, we have a wide variety of source materials including:
  - the front pages and business sections of major newspapers and magazines (e.g. the New York Times, the Wall Street Journal, the Economist magazine)
  - the new and growing field of ‘data journalism’ (e.g. fivethirtyeight.com and The Upshot)
  - various sources of data on the internet (e.g. the World Bank, US Census Bureau)
  - academic journals and websites (e.g. the Journal of Economic Perspectives, voxeu.org)

  All of our faculty are up-to-date on these sorts of sources. In addition, we have an active relationship with our subject librarian (Kate Zoellner). She has already developed a Library Resource Site for Economics that includes many useful links and tools for economic research. This site can be easily modified to account for some of the new activities in ECNS 481.

- Manage multiple perspectives as appropriate
  
  Yes  If yes, how will student learning be supported?

  There is a surprising amount of consensus in the economics profession on key issues. There is not, however, a consensus on the policy proposals that flow from it. For example, there is wide agreement that across the nation there are economic gains from international trade. However, free trade is controversial because there are winners and losers, and we aren’t very good at helping out the groups that are harmed by trade. Teaching in economics requires understanding how the difference of opinion in trade policy may depend on where your sympathies lie, rather than solely what economics tells you about trade.

- Recognize the purposes and needs of discipline-specific audiences and adopt the academic voice necessary for the chosen discipline

  No  If no, course may not be eligible
Yes  If yes, how will student learning be supported?

The writing assignments that use journal articles coupled with the material on presenting data and results are designed to give examples of the appropriate economics academic voice. The course instructor will discuss the conventions of writing in economics and students will be expected to adhere to those conventions in many of their assignments. Feedback on the students’ adherence to those conventions will be part of the assessment.

☐ No  If no, course may not be eligible

- Use multiple drafts, revision, and editing in conducting inquiry and preparing written work
  ☒ Yes  If yes, how will student learning be supported?

Most of the assignments will have an initial draft, review by the instructor or peer groups, and the grading of a final draft. See description of writing assignments in the syllabus.

☐ No  If no, course may not be eligible

- Follow the conventions of citation, documentation, and formal presentation appropriate to that discipline
  ☒ Yes  If yes, how will student learning be supported?

We provide guidance in reference and citation, including providing examples in assignment descriptions. For example:

At the end of the paper include the complete reference to the article using the *American Economic Review* style which is:

Last name, first name. Year. “Article title.” *Journal Title*, vol(issue): pages.

For example:


In addition, we help students to understand the structure of both journal articles and presentation of those articles with both in-class workshops and demonstrations.

☐ No  If no, course may not be eligible

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V. WRITING COURSE REQUIREMENTS (SEE FAQs)
Enrollment is capped at 25 students. Yes ☐ No ☐
If no, list maximum course enrollment.
Explain how outcomes will be adequately met for this number of students.

The Economics department typically has between 12 and 20 graduating seniors. At the low end of that range, one instructor can easily provide guidance and feedback on the various writing assignments. This course is designed to be scalable as the department’s majors grow. Faculty members in the Economics department have agreed to serve as reviewers and advisors to students as the course gets bigger. It is possible that in the future we will have more than 25 graduating seniors. At that time, we would consider adding a second section or increasing the role of economics faculty advisors.

Briefly explain how students are provided with tools and strategies for effective writing and editing in the major.

We provide tools and strategies to help students improve their writing in several ways. The course uses a short, very effective textbook about writing, specific to economics, but broadly useful in other fields. The instructor will have time to show students examples of good writing in the discipline and recognize the characteristics of good writing. The Economics department has enjoyed several years of really fruitful collaborations with the Writing Center. Depending on the resources they have, we would hope to continue to partner with them.

Which written assignment(s) includes revision in response to instructor’s feedback?

The largest and most important writing assignment (Policy Report) is handed in first as a draft. The assignment is evaluated and edited by the instructor and turned in with revisions. Two other assignments are subject to peer review and group editing.

VI. WRITING ASSIGNMENTS

Please describe course assignments. Students should be required to individually compose at least 20 pages of writing for assessment. At least thirteen of these 20 pages should be new, previously unsubmitted content rather than revised work. Quality of content and writing are integral parts of the grade on any writing assignment. At least 50% of the course grade should be based on students’ performance on writing assignments.

Formal Graded Assignments

- Economics in the News: Find three articles in the popular press that you find interesting, and briefly summarize each topic, why you think it is important, and who it is important to. (2 pages)
- Article Summary: Summarize an empirical economics journal article, describing the question asked, methods and data used, and conclusions drawn. (Group editing before final draft). (2 pages)
- Two-article Synthesis: Write a paper that summarizes and draws connections between two economics journal articles. (2-4 pages)
- Literature Review: Synthesize the contributions of 5-8 peer reviewed journal articles and how they relate to a policy or research question (Group editing before final draft). (5 pages)
- Policy Report: Write a report in which you make a persuasive case for how an existing organization should address a practical policy problem. This should be based on synthesis of theoretical and empirical economic information. (10-12 pages)

Attach a sample writing assignment. Include instructions / handouts provided to students.
VII. WRITING ASSESSMENT

HOW ARE THE LEARNING OUTCOMES ABOVE MEASURED? Describe the measurement(s) used, such as a rubric or specific test questions that directly measure the Advanced Writing learning goals. Please attach or provide a web link to the rubric, test questions, or other qualitative measurements used for several of the learning outcomes.

The economics department has developed a rubric (attached to this proposal) for the most substantial graded assignment. It is however, quite flexible and would be appropriate for other assignments.

VIII. SYLLABUS

Attach syllabus and send digital copy with form to faculty.senate@mso.umt.edu. The syllabus must include the list of Writing Course learning outcomes:

- Identify and pursue more sophisticated questions for academic inquiry
- Find, evaluate, analyze, and synthesize information effectively from diverse sources
- Manage multiple perspectives as appropriate
- Recognize the purposes and needs of discipline-specific audiences and adopt the academic voice necessary for the chosen discipline
- Use multiple drafts, revision, and editing in conducting inquiry and preparing written work
- Follow the conventions of citation, documentation, and formal presentation appropriate to that discipline
- Develop competence in information technology and digital literacy

SUBMISSION

After all signatures have been obtained, submit original, and an electronic file to the Faculty Senate Office, UH 221. An electronic copy of the original signed form is acceptable.
ECNS 481: COMMUNICATING ECONOMICS
Spring 2018
Syllabus

Logistics
- Time:
- Classroom:
- Instructor:
  - Email: [email]
  - Phone: (406) 243-xxxx
  - Office hours:
- Course website: I will post assignments, readings and any additional information on the class Moodle page. Please check this regularly.

Course Description and Learning Outcomes
In this course, students will integrate and apply the knowledge they have gained through the Economics major and develop their skills in communicating that knowledge. Students will apply economic theory and evidence to practical problems faced by themselves, policymakers, businesses or other economic agents. Students will practice identifying the economic principles behind observed problems or interesting phenomena, applying economic models to analyze these topics, and communicating this knowledge in different ways to a range of audiences. Additionally, students will learn to read academic research papers and synthesize the findings in order to answer practical questions.

Students who successfully complete this course will be able to:
- Formulate answers to real-world questions using economic principles
- Develop conclusions about economic questions based on synthesis of theory and evidence
- Deliver well-structured, engaging oral presentations addressing practical economic questions
- Identify and pursue more sophisticated questions for academic inquiry
- Find, evaluate, analyze, and synthesize information effectively from diverse sources
- Manage multiple perspectives as appropriate
- Recognize the purposes and needs of discipline-specific audiences and adopt the academic voice necessary for the chosen discipline
- Use multiple drafts, revision, and editing in conducting inquiry and preparing written work
- Follow the conventions of citation, documentation, and formal presentation appropriate to that discipline
- Develop competence in information technology and digital literacy

Assignments and class requirements

Written assignments:
- Economics in the News: Find three articles in the popular press that you find interesting, and briefly summarize each topic, why you think it is important, and who it is important to. (2 pages)
- Article Summary: Summarize an empirical economics journal article, describing the question asked, methods and data used, and conclusions drawn. (Group editing before final draft). (2 pages)
- Two-article Synthesis: Write a paper that summarizes and draws connections between two economics journal articles. (2-4 pages)
- Literature Review: Synthesize the contributions of 5-8 peer reviewed journal articles and how they relate to a policy or research question (Group editing before final draft). (5 pages)
- Policy Report: Write a report in which you make a persuasive case for how an existing organization should address a practical policy problem. This should be based on synthesis of theoretical and empirical economic information. (10-12 pages)
Presentations:
- Describe a recent news article and explain the economic principles underlying the reported event.
- Summarize the motivation, contribution, methods and findings of a journal article for the rest of the class.

Detailed guidelines for each written assignment and presentation will be posted on the course Moodle page. Late assignments will be penalized.

Participation grades will be based on attendance and on participation in class discussions, peer-review activities, writing workshops and in-class exercises and completion of the exit survey. You may sign your name or take the exit survey anonymously, but credit for this will be dependent on your attendance on the Exit Survey day.

Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent of Grade</th>
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<tbody>
<tr>
<td>Written assignments</td>
<td>60%</td>
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<tr>
<td>Presentations</td>
<td>25%</td>
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<tr>
<td>Participation and Exit Survey</td>
<td>15%</td>
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Academic Conduct
All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University (for more details on Student Conduct Code, go to: http://life.umt.edu/VPSA/student_conduct.php). Students are expected to do their own work in their own words, without seeking inappropriate assistance in preparing for or completing exams or assignments. I require that you will work to uphold high standards of integrity.

Students with Disabilities
Whenever possible, and in accordance with civil rights laws, The University of Montana will attempt to provide reasonable modifications to students with disabilities who request and require them. Please feel free to set up a time with me to discuss any modifications that may be necessary for this course. For more information, visit the Disability Services for Students website at http://www.umt.edu/disability.
# Outline Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Tentative topics (we may go faster or slower)</th>
<th>Exam dates and provisional assignment deadlines (all assignments to be handed in at the start of class)</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>How to think like an economist: applying economic principles to real world questions</td>
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</tr>
<tr>
<td>2</td>
<td>How to think like an economist: applying economic principles to real world questions</td>
<td>‘Economics in the news’ assignment due</td>
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<tr>
<td>3</td>
<td>‘Economics in the news’ presentations</td>
<td></td>
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<tr>
<td>4</td>
<td>Finding academic sources (including library session)</td>
<td></td>
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<tr>
<td>5</td>
<td>Understanding and evaluating journal articles</td>
<td>‘Article summary’ draft due</td>
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<tr>
<td>6</td>
<td>Understanding and evaluating journal articles</td>
<td>Final ‘Article summary’ assignment due</td>
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<tr>
<td>7</td>
<td>‘Journal article summary’ presentations</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Identifying economic questions</td>
<td>‘Two-article synthesis’ draft due</td>
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<tr>
<td>9</td>
<td>Synthesizing economic evidence</td>
<td>Final ‘Two-article synthesis’ assignment due</td>
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<tr>
<td>10</td>
<td>Managing and citing academic sources (including library session)</td>
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<tr>
<td>11</td>
<td>Using graphs, figures and tables</td>
<td>Draft ‘Literature Review’ due</td>
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<tr>
<td>12</td>
<td>Writing for an appropriate audience</td>
<td>Final ‘Literature Review’ assignment due</td>
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<tr>
<td>13</td>
<td>Developing a persuasive argument</td>
<td></td>
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<tr>
<td>14</td>
<td>Reviewing and revising written arguments</td>
<td>‘Policy report’ draft due</td>
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<tr>
<td>15</td>
<td>Exit survey and final review</td>
<td>Senior exit survey; ‘Policy report’ due</td>
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</table>
Assignments #2: Article Summary and presentation

Important Dates:
Wednesday, February 28th               Draft article summary due
Friday, March 9th                      Final article summary due
Monday/Wednesday, March 12th/14th     Article summary presentation

Assignment #2 will consist of an article summary and presentation of a research article. The first week of class you will be assigned a presentation date (either March 12 or 14). Articles must come from one of the listed journals below. You should bring your draft summary to class on Feb. 28th, for peer-review in small groups. Your grade will be based on the clarity of your writing and presentation and how well you cover the 5 parameters outlined below.

Acceptable Journals to choose articles from:
- American Economic Review
- Journal of Political Economy
- Econometrica
- Quarterly Journal of Economics
- Review of Economics and Statistics
- Review of Economic Studies
- Journal of Environmental Economics and Management
- RAND Journal of Economics
- Journal of International Economics
- Journal of Health Economics
- Journal of Sports Economics
- Journal of Development Economics

Written Summary. Choose an economics journal article and write a 2 page summary of the article. You should not simply give a list of points, a play-by-play chronological recap, or use direct quotes from the paper. Rather, this should be a summary of the paper in your own words. Specifically, you should clearly identify
(i) the thesis question(s) being addressed in the paper,
(ii) why the paper is important and who it is important to,
(iii) what methods and data were used to address the thesis question(s),
(iv) the conclusions and any policy relevance, and
(v) identify at least 1 potential interesting research question related to the article that has not been answered.

Formatting Instructions:
1. At the end of the paper include the complete reference to the article using the *The American Economic Review* style which is:

Last name, first name. Year. “Article title.” *Journal Title*, vol(issue): pages.

For example:

2. Start a separate file that is a bibliography with the same citation in it. Later you will be able to cut and paste for your references for literature review and policy report.

**Presentation.** Make a 5 minute presentation to the class on the article you read and summarized. Your presentation should contain 3-5 slides and cover the same points covered in your written summary. That is, you should tell the audience:

(i) The title, author, year and journal where the paper was published.
(ii) the thesis question(s) being addressed in the paper,
(iii) why the paper is important and who it is important to,
(iv) what methods and data were used to address the thesis question(s),
(v) the conclusions and any policy relevance, and
(vi) identify at least 1 potential interesting research question related to the article that has not been answered.

Please come to class on the day of your presentation with your presentation slides on a flash drive.