ECON 2500W Writing in Economics
Spring 2023
Thursday 3:30 pm-4:20 pm
OAK 301

Note: Syllabus information may be subject to change, with the exception of materials for purchase. The most up-to-date syllabus is located within the course in HuskyCT.

Instructor Information

Instructor: Anastassiya Karaban
Pronouns: she/her/hers
Email: anastassiya.karaban@uconn.edu
Office: Oak Hall 317
Office Hours/Availability: Tuesday 11:00 am – 1:00 pm (in-person); or by appointment.
Note: I encourage you to ask any clarifying questions during lectures and office hours. If it is more convenient for you, I welcome you to contact me outside class and office hours via email.

Course Description and Objectives

ECON 2500 is a one-credit "W" course. It fulfills the University's "W" requirement for undergraduate general education and, for economics majors, the writing-in-the-major "W" requirement. This class will fulfill the University requirements for a "W" course: a paper of at least 15 pages in length, revised multiple times after feedback from the instructor and others (including, in our case, peer feedback and, if you choose, feedback from the UConn Writing Center). The paper should display a clear and engaging writing style, demonstrate a command of standard written American English, and reflect the standards of research, citation, argument, and data presentation appropriate to an academic audience.

By the end of the class, students will be able to articulate a strong thesis statement and argue their position in a clear and concise way. Students will also read papers of their peers and provide feedback. While working towards the goal of writing a research paper, students are expected to submit a proposal, a first draft, second draft and final draft of the paper as well as participate in peer review sessions.

Prerequisites: ECON 1200 or both ECON 1201 and 1202; ENGL 1007 or 1010 or 1011 or 2011.

Course Materials

Recommended readings:

Economical Writing, Deirdre McCloskey, Waveland Press, 2nd edition, 1999.

https://owl.purdue.edu/owl/purdue_owl.html

Course Requirements and Grading

Course components/Grading (subject to change):

Course Components	Due Date (subject to change)	Weight
Proposal	Topic List (Husky CT): 2/2	5%
Proposal	Presentation (in class): 2/9	5%
First Draft	Draft Due (Husky CT): 3/5	10%
First Draft	Peer Review 1 (in class): 3/9	5%
Second Draft	Draft Due (Husky CT): 4/2	15%
Second Draft	Peer Review 2 (in class): 4/6	5%
Final Draft	Draft Due (Husky CT): 4/28	55%

Your grade for this class will be based on your completion of a research paper on a specific economic topic/issue chosen by you requiring you to develop, articulate and support a thesis statement regarding the topic.

Your final paper will count for the bulk of your grade — 55 per cent. But to create proper incentives, other components and drafts of the paper will be graded along the way. Your topic list and proposal presentation will be worth five per cent of your grade each; your first draft 10 per cent; and your second draft 15 per cent. In addition, we will have in-class peer-review exercises that will count another 10 per cent of your grade.

Proposal
The grade for the proposal will be determined by two assignments.
- A list of possible topics should be submitted by the due date via HuskyCT. For this, you should list 3 topics that you are interested in, and a draft of what you believe your thesis would be for each.
- A presentation of your proposal during the class. For this, you should briefly present the topic you have selected, your thesis statement and 3-4 academic sources you expect to draw from.

Paper Drafts
- The first draft should be at least 5 pages in length.
- The second draft should be at least 10 pages in length.
- The final draft should be at least 15 pages in length.
- The second draft and the final paper should build on previous drafts and should address all the comments you receive from the instructor and your peers.
- The first and second drafts should be submitted on Sundays before the peer review sessions to give time to you and your partner to review the drafts before the Thursday class.

Peer Review
- After you submit your first and second drafts, the instructor will give you someone else's paper and give your paper to someone else. You will have several days to review the papers and then discuss them with your partner during an in-class peer review session.
- You will be graded on the care and thoughtfulness with which you comment on your peer's paper (not on what a peer says about your paper).
- Please be respectful and professional when providing feedback.

Grading Scale:

Grade	Letter Grade	GPA
93-100	A	4.0
90-92	A-	3.7
87-89	B+	3.3
83-86	B	3.0
80-82	B-	2.7
77-79	C+	2.3
73-76	C	2.0
70-72	C-	1.7
67-69	D+	1.3
63-66	D	1.0
60-62	D-	0.7
<60	F	0.0

According to university-wide policies for W courses, you cannot pass this course unless you receive a passing grade for its writing components.

Feedback and Grades

I will make every effort to provide feedback and grades in a timely manner. You can expect to receive short written feedback on your drafts as well as longer one-on-one discussions. To keep track of your performance in the course, refer to My Grades in HuskyCT.

Late Submission Policy

You are responsible for submitting all assignments on time. Late assignments will not be accepted.

Course Schedule

This class is comprised of two parts. During the first part, the classes will focus on how to construct a formal paper using economic reasoning. During the second part, we will focus on how to improve your papers and address the feedback you receive.

Date	Class Topic	Assignment
Jan 19	How to write an argumentative paper	
Jan 26	How to write a thesis statement	
Feb 2	How to find academic sources	Topic List due
Feb 9	In class proposal presentations	Proposal Presentations
Feb 16	How to write an outline	
Feb 23	How to develop supporting arguments	
Mar 2	How to cite and avoid plagiarism	
Mar 5		First Draft Due
Mar 9	In class peer review session	Peer Review Session
Mar 16	**Spring Break - No class**	
Mar 23	How to structure your essay	

Mar 30	Topic discussions	
Apr 2		Second Draft Due
Apr 6	In class peer review session	Peer Review Session
Apr 13	Topic discussions	
Apr 20	Topic discussions	
Apr 27	Topic discussions	Final Draft Due

How to Succeed in this Course

My objective as an instructor is to help you succeed in this class. Please do not hesitate to ask questions or attend office hours. All questions are important here, whether they are related to the course topics, assignments, or your well-being. Success in this course depends heavily on your personal health and well-being. Recognize that stress is an expected part of the college experience, and it often can be compounded by unexpected setbacks or life changes outside the classroom. Please feel free to reach out to me about any difficulty you may be having that may impact your performance in your courses or campus life as soon as it occurs and before it becomes too overwhelming. In addition to your academic advisor, I strongly encourage you to contact the many other support services on campus that stand ready to assist you.

List of useful resources:

Dean of Students Office
Academic Achievement Center
Writing Center
Quantitative Learning Center
Center for Students with Disabilities
Title IX Office
Student Health and Wellness -- Mental Health

University Writing Center

I encourage you to visit the University Writing Center for individualized tutorials. Their staff includes welcoming graduate and undergraduate students from across the humanities, social sciences, and sciences who will work with you at any stage of the writing process. You should come with a copy of the assignment, your current draft (if you have one), and ideas about what you want to get out of a session. Tutorials are available in person and online. They run 45 minutes and are free. You can drop in or make an appointment. For details, see writingcenter.uconn.edu.

Academic Integrity

In this course we aim to conduct ourselves as a community of scholars, recognizing that academic study is both an intellectual and ethical enterprise. You are encouraged to build on the ideas and texts of others; that is a vital part of academic life. You are also obligated to document every occasion when you use another's ideas, language, or syntax. You are encouraged to study together, discuss readings outside of class, share your drafts during peer review and outside of class, and go to the Writing Center with your drafts. In this course, those activities are well within the bounds of academic honesty. However, when you use another's ideas or language—whether through direct quotation, summary, or paraphrase—you must formally acknowledge that debt by signaling it with a standard form of academic citation.

Any occasion of academic dishonesty, large or small, on any assignment, large or small, will result in failure of that assignment. Any occasion of academic dishonesty on a draft of the research paper may result in failure for the entire course and referral to Student Judicial Affairs. For University policies on academic honesty, please see UConn's Responsibilities of Community Life: The Student Code and the Office of Community Standards: http://www.community.uconn.edu.

Classroom/Virtual Classroom Guidelines

Please do not record the lectures. Please be respectful to your peers and instructors and do not disrupt the lectures.

Copyrighted materials within the course are only for the use of students enrolled in the course for purposes associated with this course and may not be retained or further disseminated. Any materials shared within the course (including handouts, papers, guides etc.) are not to be further disseminated.

Resources for Students Experiencing Distress

The University of Connecticut is committed to supporting students in their mental health, their psychological and social well-being, and their connection to their academic experience and overall wellness. The University believes that academic, personal, and professional development can flourish only when each member of our community is assured equitable access to mental health services. The University aims to make access to mental health attainable while fostering a community reflecting equity and diversity and understands that good mental health may lead to personal and professional growth, greater self-awareness, increased social engagement, enhanced academic success, and campus and community involvement.

Students who feel they may benefit from speaking with a mental health professional can find support and resources through the Student Health and Wellness-Mental Health (SHaW-MH) office. Through SHaW-MH, students can make an appointment with a mental health professional and engage in confidential conversations or seek recommendations or referrals for any mental health or psychological concern.

Mental health services are included as part of the university's student health insurance plan and also partially funded through university fees. If you do not have UConn's student health insurance plan, most major insurance plans are also accepted. Students can visit the **Student Health and Wellness-Mental Health located in Storrs on the main campus in the Arjona Building, 4th Floor,** or contact the office at **(860) 486-4705, or** https://studenthealth.uconn.edu/ for services or questions**.**

Accommodations for Illness or Extended Absences

Please stay home if you are feeling ill and please go home if you are in class and start to feel ill. If illness prevents you from attending class, it is your responsibility to notify me as soon as possible. You do not need to disclose the nature of your illness, however, you will need to work with me to determine how you will complete coursework during your absence.

If life circumstances are affecting your ability to focus on courses and your UConn experience, students can email the Dean of Students at dos@uconn.edu to request support. Regional campus students should email the Student Services staff at their home campus to request support and faculty notification.

COVID-19 Specific Information: People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness. These symptoms may appear 2-14 days after exposure to the virus and can include:

- Fever
- Cough
- Shortness of breath or difficulty breathing
- Chills
- Repeated shaking with chills
- Muscle pain
- Headache
- Sore throat
- New loss of taste or smell

Additional information including what to do if you test positive or you are informed through contract tracing that you were in contact with someone who tested positive, and answers to other important questions can be found here: https://studenthealth.uconn.edu/updates-events/coronavirus/

Students with Disabilities

The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. Students who require accommodations should contact the Center for Students with Disabilities, Wilbur Cross Building Room 204, (860) 486-2020 or http://csd.uconn.edu/.

Student Technology Help

This course uses the learning management platform, HuskyCT. If you have difficulty accessing HuskyCT, you have access to the in person/live person support options available during regular business hours through the Help Center. You also have 24x7 Course Support including access to live chat, phone, and support documents.

Student technology training is now available in a new HuskyCT short course created by students for students. It will prepare you to use the IT systems and services that you will use throughout your time at UConn, whether learning online or on-campus. It is available at https://lms.uconn.edu/ultra/courses/_80016_1/cl/outline .

Evaluation of Course Experience

Students will be given an opportunity to provide feedback on their course experience and instruction using the University's standard procedures, which are administered by the Office of Institutional Research and Effectiveness (OIRE).

The University of Connecticut is dedicated to supporting and enhancing teaching effectiveness and student learning using a variety of methods. The Student Evaluation of Teaching (SET) is just one tool used to help faculty enhance their teaching. The SET is used for both formative (self-improvement) and summative (evaluation) purposes.

Additional informal formative surveys and other feedback instruments may be administered within the course.