

PROPOSING A WRITING-INTENSIVE COURSE

Information about the person submitting the proposal:

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Department: Economics

College: Arts and Sciences

Information about the course:

Course Title: Senior Research Proposal

Course Number: ECON 498

Course description (*Bulletin* copy is fine):

Students will select a topic in Economics and develop it, in collaboration with a faculty member, from conception to a feasible project to be undertaken in ECON 499. The student will develop a statement of the problem to be studied, the methods to be used, and the background information needed to solve the problem. The student will write a project proposal including any preliminary results and present the problem and results to the department.

Prerequisites: ECON 300 and ECON 301

Has this course been offered before?

Yes, but not as a Writing Intensive course

No

Is this course a Gen Ed course?

Yes, carrying the _____ designation

No

Has this course been approved by the relevant curriculum committees in your College/School?

Yes

No

Curricular Information:

- 1.) How many students will typically enroll in this course? 5-10 If the ratio between the students enrolled in the course and the instructor(s) charged with providing feedback is greater than 20:1, please explain.
- 2.) How does this course’s WI emphasis support the academic and programmatic goals of the University or College/School curriculum?

This course begins the senior research project, which is the culmination of undergraduate education in the College of Arts and Sciences. Professional writing in the discipline is a core part of senior research, so this course is a natural fit for the writing intensive emphasis.

- 3.) After consultation with the Department Chair or Program Director, please explain how this course enhances or complements the regular curricular offerings of the department or program and how the course will be scheduled to avoid conflicts with other course offerings and rotations.

This course is a requirement for economics majors and is offered at least once a year. It is already a part of our regular rotation.

Please answer each of the following.

- 1.) What are the writing-related learning goals for students in this course? What do students typically know about writing (or what can they typically do with writing) before they come to this class, and what do you expect them to learn over the course of the semester?

The learning goals for the course are as follows:

- 1. Demonstrate economic reasoning and discover appropriate, relevant and interesting questions for economic analysis.
- 2. Employ economic theory to investigate these questions, formulate clear hypotheses and predict outcomes.
- 3. Gather, organize and analyze useful data to apply economic theories to specific hypotheses.
- 4. Formulate tests of specific hypotheses using appropriate data and statistical methods and report the results in a professional manner.
- 5. Evaluate the results of economic analysis; criticize the questions, theory, data and methods used and recommend improvements to each part of the process.

All of the learning goals involve writing in some way and all will be assessed based on students’ written work. Goals 1 and 5 in particular require clear writing. Goals 2-4 focus on using theory, finding data and analyzing it. All of these tasks have to be explained in professionally appropriate writing, which is the focus of senior research.

When entering the class students should be in the first semester of their senior year and thus have completed a JSEM and been exposed to writing assignments in multiple courses. This course develops the students' skills as professional writers in the discipline. They are expected to read research papers in economics and begin the task of writing their own.

2.) How is information literacy incorporated in this course? (In other words, in what ways will students be finding, evaluating, and incorporating outside source material into their written texts.)

Information literacy is a major part of the course. Students are expected to find research articles relevant to their topic and summarize them clearly and succinctly, first in an annotated bibliography and second in a well-organized literature review.

3.) How much will students' written assignments count toward the final grade?

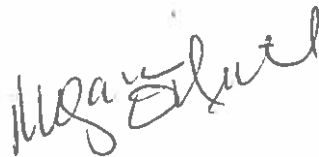
90 percent of students' grades for this course come from writing assignments.

4.) How is revision incorporated into writing assignments? How will feedback be given, and which assignments will include required revisions?

Through the course students are expected to produce a full research proposal. To aid in this process, students first complete a description of the topic, an annotated bibliography, a literature review and a research question with methodology. Each of these assignments will be returned with written feedback. Students also are encouraged to meet with the instructor regularly throughout the term to get feedback on their project. The annotated bibliography forms the basis for the literature review. The description of topic, literature review and question and methods then form the whole proposal. Students are expected to incorporate the feedback received from the individual assignments when they combine them into the final proposal.

Approvals:

✓ Writing Program Director



X Chair of the Department

Curriculum Committee of (circle one) A&S Business Music

University General Education Committee, as necessary

UCCAP

