

W2 COURSE REVIEW FORM

You may type your responses below or attach them in a separate document. ~~Please attach course requirements and syllabus.~~ The syllabus should include something about "developing writing ability," either stated globally or as more discrete writing skills, as a course goal or learning objective.

Faculty teaching W2 courses should indicate that the IDEA goal about developing skill in written or oral communication is either "important" or "essential."

Please answer the following:

- 1.) **A minimum of 30% of the students' final grade** should be based on the quality of their writing (**required for a W2**). What writing assignments will be given and how will they be weighted in the grade? Specifically, consider what assignments you may include that tend to be in one of these categories in terms of student time and/or expectations for polished work or weight of grade assigned:
 - a. low stakes (e.g., journals, blog entries, online posts, in-class writing),
 - b. middle stakes (e.g., reading responses, summaries, annotated bibliographies), or
 - c. high stakes (e.g., research papers, final projects).

Remember that writing might include digital writing, writing for exams or quizzes, and/or writing in forms such as Power Point presentation or poster. You can copy and paste your list of probable assignments/weight in grade from your syllabus and add any necessary additional information.

Record-keeping data

1.) Course Acronym, Number, and Title
ECON 1120

2.) Instructor Name
Deb Figart

3.) Instructor Program/School
EDUC

- 2.) Explain how a **minimum of 15% of instructional time in class or online (minimum required for a W2)** will be spent engaging students in activities that are likely to improve students' writing; these activities might consist of student time-on-task through homework and/or in class. *This is not a comprehensive list, nor need any class include all.*
Students will be provided with
 - a. clear, written assignment descriptions
 - b. instruction on written assignments through brief lecture/explanation
 - c. sample assignments (models)
 - d. instruction on sample assignments through class discussion(s)
 - e. instruction on written assignments through assigned reading (in a textbook, handbook, handout, or online)
 - f. rubrics (in advance of final grading) that indicate how work will be graded
 - g. constructive feedback from the instructor (oral or written) to all or most students on drafts of assignments in progress
 - h. constructive feedback from other students on early drafts (peer critique)
 - i. constructive feedback from the instructor on early writing assignments when they will be writing similar assignments multiple times in a class
 - j. constructive feedback from the instructor to all or most students on early portions of a longer written assignment that has been broken into parts

Please explain how you will integrate each of the items you checked.

- 3.) On which of the following characteristics of student writing will you comment/grade?
- a. prewriting (brainstorms/outlines/freewrites)
 - b. application of genre conventions
 - c. understanding & addressing audience
 - d. understanding & addressing purpose
 - e. synthesizing information from multiple sources
 - f. analyzing data/ideas/arguments
 - g. stating an appropriate thesis clearly
 - h. idea development
 - i. writing introductions/conclusions
 - j. organization
 - k. paragraph unity
 - l. supporting details
 - m. integrating sources (paraphrasing/quoting/citing)
 - n. citation methods
 - o. style
 - p. voice/tone/level of formality
 - q. grammar and syntax
 - r. punctuation
 - s. spelling
 - t. Other: _____

Please explain how you will comment on/grade these elements.

- 4.) Will students find, evaluate, or incorporate sources in this class? yes no
- 5.) Will students in this class use a particular style format, like MLA, APA, or Chicago? If so, which one? _____. Explain how will you teach it.

For Writing Advisory Committee

Notes:

Recommendations:

Approve/Disapprove

W2 Course Review Form Attachment
Course: ECON 1120 Economics of Social Welfare
Instructor: Dr. Deb Figart

1. A minimum of 30% of the student's final grade should be based on the quality of their writing.

About 60-65% of a student's grade will be based on the quality of their writing. In most cases, students will be learning how to write a quantitative argument or case. Specifically, they will be researching and assessing how the U.S. economy is performing with regard to economic indicators such as economic growth, unemployment, inflation, inequality, poverty, and food security.

- Students will be writing 9 homework essays (about 4 – 5 pages each).
- Students will be writing short-answer paragraphs as well as longer essays in 3 exams.
- There may be additional short writing quizzes or assignments.

2. Explain how a minimum of 15% of instructional time in class or online will be spent in activities to improve writing skills.

Each assignment will have clear instructions and expectations.

Students will be instructed on how to write an "economics, quantitative essay" with an introduction, a thesis, evidence/data, and a conclusion. The first work on the quantitative essay will be scheduled in a computer classroom so students can complete most of the assignment as a group and talk about quality writing.

Students will be allowed to choose 1 essay and rewrite it based upon the professor's comments.

3. On which of the following characteristics of student writing will the professor comment/grade?

- d. understanding & addressing purpose
- e. synthesizing information from multiple sources
- f. analyzing data/ideas/arguments
- g. stating an appropriate thesis clearly
- h. idea development
- i. writing introductions/conclusions
- j. organization
- l. supporting details
- m. integrating sources, quoting/citing
- q. grammar and syntax
- r. punctuation
- s. spelling

4. Will students find, evaluate, or incorporate sources in the class?

Yes, government statistical data and new articles.

5. Will students in the class use a style manual/format? No.

**THE RICHARD STOCKTON COLLEGE OF NJ
SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES**

Course Title: Economics of Social Welfare Spring 2014
Course Number: ECON 1120 [Q2, F designation] (4 credit hours)
Prerequisite: None. *Not open to economics or business majors.*

Please note that this course was created for Social Work and Teacher Education students but is appropriate for students with a variety of majors and interests, *except* those students majoring in Economics or Business (any track or Hospitality & Tourism). This course also carries an "F" designation; it means that the course is especially open to first-year students and the pedagogy and learning objectives are linked to Stockton's goals for our first year studies (FRST) program.

Class Meetings: Mondays & Wednesdays, 3:35 to 5:25 pm
Also required Saturday class: April X, from 9:00 am – 1:00 pm
[The Saturday class will replace 2 regular weekday classes.]

Professor: Dr. Deborah M. Figart, Ph.D. ("Dr. Deb")
Professor of Education and Economics

Contact via e-mail: Deb.Figart@stockton.edu

Faculty Office: F-235 Phone: 652-4634

Office Hours: Before class, via e-mail, and by appointment.

Note: Because I am out of the office a lot with duties related to the Stockton Center for Economic & Financial Literacy, *the best way to reach me is via e-mail.*

Course Description:

This course provides an introduction to the discipline of economics and the subject of how economic life is organized in the United States, using economic indicators as the central organizing theme. Students will be introduced to the ways in which economists analyze economic and social problems and the basic measures of economic life and macroeconomic well-being. Next we will discuss how economists measure microeconomic well-being such as poverty, inequality, food security, and wage/income inequality. Throughout, attention will be placed on understanding competing interpretations of the role that economic actors, including businesses, households, and the government play in economic growth and well-being and how we can improve well-being.

Required Reading:

I have selected prudently to compete with the used and rental textbook market to save you money. Students need to purchase the following:

- *Economics of Social Welfare Reader*, 2013. (McGraw-Hill Create custom text solely for this course). Note: this is **only** available from the Stockton bookstore. ISBN 9781121658622 (paperback). [Net Selling Price = \$XX.XX]

The course Blackboard site will contain announcements, web links, other reading, etc. You will be doing as much or more reading on websites as in the assigned custom text.

Course Objectives & Student Learning Outcomes

1. Gaining factual knowledge (terminology, classifications, methods, trends) (Essential)
 - Readings and assignments are designed to help introduce students, especially those majoring in Social Work, but also other social sciences and those planning to teach Social Studies, to basic economic concepts, terminology, indicators, and relationships that are used by economists, policy makers, and journalists, and thus enable students to watch and read economics news reports, interpret and write about economic data.
2. Learning how to find and use resources for answering questions or solving problems (Essential)
 - Readings and assignments are designed to help you use the Internet to locate and access statistical information and news sources related to the US economy.
 - Readings and assignments are designed to help you learn to assess the credibility of those sources. Students should be able to interpret some basic economic data and understand how it might affect their clients and/or organizations where they work.
3. Improving a variety of skills to help provide a solid foundation for future college coursework and careers, e.g. expressing yourself orally or in writing, research skills, quantitative skills, and ability to work in teams (Important)
 - Readings and assignments are designed to help you strengthen skills in the areas of information literacy, writing, research, quantitative reasoning such as working with tables and charts, and teamwork.

Accommodations for Students with Special Needs:

The Richard Stockton College of New Jersey complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. If you have a disability that may require some type of instructional and/or examination accommodation, if you have not already done so, you will need to register with the Learning Access Program in J-204—(609) 652-4988. More information is available at <http://www2.stockton.edu/wellness>.

Academic Tutoring Centers:

Stockton has an exceptional peer tutoring program. THE “Academic Tutoring Centers” have two parts: Stockton’s Writing Center and Math Tutoring Center. The Math Tutoring Center is more than just math; tutors are available for science courses, business, economics, statistics, and computer science. More information is available at www.stockton.edu/tutor.

Academic Honesty Policy:

All students at The Richard Stockton College of NJ are expected to adhere to generally accepted standards of academic honesty. Academic honesty is required of students in this course. This means that all individual (or group) assignments must reflect your own work product. Any written material or oral presentation is understood to be the product of the student's investigation and energy.

Students are assumed to be familiar with Stockton policy on Academic Honesty. The college [Academic Honesty webpage](#) has useful information and examples. The college [Academic Tutoring Centers](#) (Writing and Math) have free tutors who can help you work on ways of using your own voice—instead of “cutting and pasting” sentence fragments (or more) from other writers. It is only by developing your own voice that you can demonstrate a true understanding of course material.

In Step 1 of the College Policy and Procedures for academic dishonesty, the faculty member must notify the Office of the Provost of a charge of academic dishonesty and include documentation. The faculty member has a range of punitive actions that can be taken. My policy if I find a violation:

- If work is plagiarized from published or unpublished sources, you will not receive credit for the assignment; this is a zero or F without the possibility of re-doing it.
- If there is cheating (consulting another student's work, written notes, or any material not permitted), you will automatically fail the assignment.
- If a second violation occurs (and you are found guilty), you will fail the course.

Some general rules for collaborating on assignments, team work, and group projects:

Students may:

- Form study groups with other students to review class material.
- Discuss class material with other students when working on group/team projects.
- Make up examples, review class examples, review book examples in an effort to better understand the material.
- Sit in the Honors Lounge, a computer lab, or any other room with students in the class while working on assignments.

Students may not:

- Replicate another student's work and submit it as their own.
- Read another student's *final* written version of any assignment before it is turned into the professor in class.
- Receive answers to or help on any assignments other than the group work permitted above. Exception: visiting the College's Academic Tutoring Centers.

Class Format:

This is not exclusively a “lecture” course and students will have a lot of responsibility for their own learning with the “professor as coach model.” How the classes will normally operate is: We will begin all topics by preparing you by discussing new vocabulary and concepts, with key things placed in PowerPoint for your review and studying. There will be in-class assignments and group work. We will prepare you for independent work (homework, essays) by discussing the assignment and websites/data. On the date that your homework is due, we will start that class by going over the homework. The professor will help guide you through new material, but note-taking will likely be at a minimum because PowerPoint handouts are available on the class Blackboard site.

Requirements and Grading:

The ECON 1120 Blackboard site is in Stockton’s goPortal. Check Blackboard often for announcements, additional reading, etc. And be prepared for e-mails to your Stockton e-mail account.

Course grades will be based on total points (up to 325 available):

- Homework assignments (economics essays) 100 points
- Exams (3) 150 points
- In-class work: unannounced & announced quizzes, etc. 50 points
- Attendance 25 points* [see below]

<u>Course Grade</u>	<u>Points Range</u>		
A (93-100%)	302-325	A- (90-92%)	292-301
B+ (87-89%)	283-291	B (83-86%)	270-282
B- (80-82%)	260-269	C+ (77-79%)	250-259
C (73-76%)	237-249	C- (70-72%)	227-236
D+ (67-69%)	218-226	D (60-66%)	195-217
F (< 60%).	< 195		

Homework Assignments

There will be 9 written “homework” assignments. Other than the occasional in-class assignment, the completed homework is your “admission ticket” to class on the specified due date. It is to be turned in *during class* because we will be discussing its contents. You must turn in this homework personally. It may not be faxed, e-mailed, etc. **No late homework will be accepted, even for reduced points.**

Exams (2)

Each exam will contain a combination of styles of questions: multiple choice, short paragraph, essays. A review sheet will be provided in advance. The exam will begin promptly at the start of class and continue for 75 minutes only. When the 1st student has finished and left, the classroom is considered “closed” and no one else will be admitted to take the exam. There is only 1 exam, so absence from the exam results in automatic failure (zero points). In the case of a last-minute, compelling medical

emergency, contact me, but I cannot guarantee that this will result in an excused absence. [Do not have any friend/family member book a trip that begins before Stockton's official spring break, or you could miss our only exam.]

Class Attendance, including Mobile Device Policy

Each class is packed with content. Attendance is vital to your academic success in this course. You only get 1 "free" miss, but beware that if you miss a class in which homework is due or an in-class assignment is done, you will get zero points for that work.

Perfect attendance:	25 of 25 points
1 class missed:	25 of 25 points
2 classes missed:	15 of 25 points
3 classes missed:	10 of 25 points
4 classes missed:	0 base points
5+ classes missed:	0 base points, then - 10 points for each class missed, starting with miss #2

Mobile Device Policy: Silence your cell phone and/or mobile device. If your phone/device goes off during class, or you are caught texting or using your laptop for non-class activities, I will deduct points (progressively for each offense) from your grade. If you need to be available for an emergency, ask my permission before class starts and set the device to vibrate. Any PowerPoint presentations for class will be posted on Blackboard. You may bring your laptop or iPad to class, but **leave it closed** since we will not use it unless specified.

CLASS OUTLINE

Note: Except for Starpower, the dates we will cover topics below are approximate. Don't forget to check Blackboard and your Stockton gmail regularly.

PART I: TOOLS AND THEORIES

Topic 1. Introduction (Jan 22 & 27)

What approaches do economists have about the definition of economics, their discipline, and their world views?

- *In-class Assignment*
- Randy Albelda and Robert Drago, *Unequal Playing Fields*, Chapter 1, Two Views on Inequality and Discrimination, pp. 3 - 10 [in Blackboard]

Topic 2. The Theory of Markets (Jan 27, Jan 29, Feb 3)

What roles do supply and demand play in the marketplace? What accounts for changes in prices, supply, and demand? What is an economics essay?

- *Homework #1 due: Portrait of an Economic Transaction*
- *Economics of Social Welfare Reader*, two chapters: "Supply and Demand" and "Demand, Supply, and Equilibrium"
- *Homework #2 due: Supply and Demand Dynamics*

PART II: THE NATIONAL ECONOMY

Topic 3. GDP and Business Cycles (Feb 5 & 10)

How do we measure economic growth? Why is it important for economies to grow?

- *Homework #3 due: GDP and Economic Growth*
- *Economics of Social Welfare Reader*, chapter on "Gross Domestic Product"; then section of next chapter on "Economic Fluctuations"
- Review for Exam

EXAM #1 (Feb 12)

Topic 4. Employment Indicators (Feb 17 & 19)

How do the U.S. and other countries measure employment growth and unemployment? Why is employment growth beneficial for the real and financial sides of the economy?

- Go over Exam
- *Homework #4 due: Unemployment*
- *Economics of Social Welfare Reader, section on “Unemployment”*

Topic 5. Inflation (Feb 24 & 26)

How do various measures of costs and prices affect the economy?

- Go over exam
- *Homework #5 due: The CPI*
- *Economics of Social Welfare Reader, section on “Inflation”*

Topic 6. The Federal Budget and Role of Government (Mar 4, 6 & 17)

Why are the economic indicators we have studied thus far important to policy makers?

- *Economics of Social Welfare Reader, chapter on “The Government Sector” and chapter on “Fiscal Policy and the National Debt”*
- Read about the federal government’s budget process at <http://nationalpriorities.org/en/budget-basics/federal-budget-101/> and fiscal priorities at the websites of the Congressional Budget Office and the White House. Be prepared to discuss and bring handouts to class that speak to the following question: How is the federal government doing at managing its finances?
- *Homework #6 due: Budget Hero game*
- Review for Exam

*** Spring Recess. March 8 – 16, 2014. No class. ***

EXAM #2 (Mar 19)

PART III: INCOME DISTRIBUTION, POVERTY, AND INEQUALITY

Topic 7. Income Distribution and Inequality (Mar 24 & 26)

What are some important trends with regard to income distribution in the United States?

- Go over exam
- No homework due. ☺
- *In-class writing Assignment on inequality*
- *Economics of Social Welfare Reader, pp. 105 – 112, the section on “Income Distribution”*

Topic 8. Poverty: Measurement & Trends (Mar 31 & April 7)

What are some important trends with regard to poverty in the United States?

- *Economics of Social Welfare Reader, pp. 113 – 130, the section on “Poverty”*
- *Homework #7 due: Poverty*

*** Wed, April 2, Preceptorial Advising Day. No Classes ***

Topic 9. The Economy & Working Families (April 9 & 14)

- Go over exam
- Pew Center wealth gap report at <http://www.pewsocialtrends.org/2011/07/26/wealth-gaps-rise-to-record-highs-between-whites-blacks-hispanics/>. Read the complete 39-page report available for download, not just the Executive Summary. Bring it to class.
- Economic Policy Institute report on raising the minimum wage at <http://www.epi.org/publication/ib341-raising-federal-minimum-wage/>. Read the complete 19-page report, available for download. Bring it to class.
- *Homework #8 due: Food Security*
- Review for Exam

EXAM #3 (April 16)

Topic 10. Starpower. **Special, long Saturday class to substitute for 3 regular class dates Saturday, April 19, 2014, at 9:00 am sharp!!! Ends circa 1:00 pm.**

- No homework due. ☺
- **Attendance at this class is mandatory** because we will be playing a game. If you do not attend, you will lose 10 points automatically because you will not be able to complete the homework + another 10 point deduction for missing the class.

***Mon, April 21, No Class #1 due to Starpower ***

Topic 11. Discrimination & Current Labor Issues (April 23 & 28)

What else contributes to wages and income? What policies should be considered?

- *Homework #9 due: Starpower Reflections*
- *Economics of Social Welfare Reader*, pp. 132 – 154, Economics of the Labor Market
- *In-class Writing Assignment*

Wed, April 30, No Class #2 due to Starpower. I am in my office to discuss grades. *

*** Stockton Classes end on Friday, May 2 ***