

REQUEST FOR APPROVAL TO USE W-DESIGNATION

LSC # 14-80
Action App 10/9/14

COVER SHEET: Request for Approval to Use W-Designation

TYPE I. PROFESSOR COMMITMENT

- Professor Brandon Vick, PhD Phone 7-4827
- Writing Workshop? (If not at IUP, where? when?) IUP, May 2014
- Proposal for one W-course (see instructions below)
- Agree to forward syllabi for subsequently offered W-courses?

TYPE II. DEPARTMENT COURSE

- Department Contact Person _____ Phone _____
- Course Number/Title _____
- Statement concerning departmental responsibility
- Proposal for this W-course (see instructions below)

TYPE III. SPECIFIC COURSE AND SPECIFIC PROFESSOR(S)

- Professor(s) _____ Phone _____
- Course Number/Title _____
- Proposal for this W-course (see instructions below)

SIGNATURES:

- Professor(s) *Brandon Vick* *uwucc Gail Sedquist 10/28/14*
- Department Chairperson *[Signature]*
- College Dean *[Signature]* *9/25/14*
- Director of Liberal Studies *[Signature]* *10/9/14*

COMPONENTS OF A PROPOSAL FOR A WRITING-INTENSIVE COURSE:

- I. "Writing Summary"--one or two pages explaining how writing is used in the course. First, explain any distinctive characteristics of the content or students which would help the Liberal Studies Committee understand your summary. Second, list and explain the types of writing activities; be especially careful to explain (1) what each writing activity is intended to accomplish as well as the (2) amount of writing, (3) frequency and number of assignments, and (4) whether there are opportunities for revision. If the activity is to be graded, indicate (5) evaluation standards and (6) percentage contribution to the student's final grade.
- II. Copy of the course syllabus.
- III. Two or three samples of assignment sheets, instructions, or criteria concerning writing that are given to students. Limit: 4 pages. (Single copies of longer items, if essential to the proposal, may be submitted to be passed among LSC members and returned to you.)

Please number all pages. Provide one copy to Liberal Studies Committee.

Before you submit: Have you double-checked your proposal against "The Liberal Studies Committee's Most Frequently Asked Questions"?

Received

SEP 25 2014

Liberal Studies

CHECK LIST FOR WRITING-INTENSIVE PROPOSALS

The Liberal Studies Committee's Most Frequently Asked Questions,
Based on the Senate Criteria for Writing-Intensive Courses

For All Writing-Intensive Courses:

- yes
_____ Are the writing assignments integral parts of the course, rather than exercises that seem tacked on artificially? Are they assignments that promise to enhance student learning?
- yes
_____ Have you considered various forms of writing such as case studies, laboratory reports, journals, letters, memos, formal essays, research articles, project or grant proposals, and so forth?
- yes
_____ Does one of your course objectives explicitly mention the improvement of writing?
- yes
_____ Will you distribute written instructions, including criteria for evaluation, for major assignments?
- yes
_____ Will students receive guidance in conceiving, organizing, and presenting written material in ways appropriate to the subject being studied?
- yes
_____ Will students produce at least 5000 words (15-20 typed pages) of writing that you evaluate? Have you clarified this by giving us the minimum number of pages that you expect for each writing assignment?
- yes
_____ Are there at least two, and preferably more, different writing assignments?
- yes
_____ Will students revise at least one assignment after receiving your review comments?
- yes
_____ Does at least one assignment require students to produce finished, edited prose (as differentiated from whatever informal or draft writing you have included)?
- yes
_____ Are written assignments (in-class; out-of-class) worth at least 50% of the course grade?

For Type I (Professor Commitment) Writing-Intensive Courses:

- yes
_____ Have you attended a writing workshop either at IUP or elsewhere? [If not, have you indicated at least equivalent preparation based on such things as graduate education, teaching experience in writing courses, publications, conference attendance, or other professional activities?]

For Type II (Departmental) Writing-Intensive Courses:

- _____ Does your "statement of departmental responsibility" explain how the department will ensure that the writing component is present regardless of who is teaching? Does it identify the specific department group or individual who is responsible for ensuring this?

Summary Chart for Writing Assignments*

A. Writing Assignments					
Assignment Title	# of Assignments	# of total pages	Graded (Yes/No)	Opportunity for Revision (Yes/No)	Written Assignment represents what % of final course grade
Labs: Using Labor Data and Communicating Results	4	10-12	Yes	Yes	20%
Double-Entry Journals	2	8-10	Yes	Yes	20%
Economic Writing for Online Consumption	1	2-3	Yes	No	10%
Totals	7	20-25	NA	NA	50%

B. Examinations (Complete only if you intend to use essay exams/short answers as part of the required number of pages of writing.)			
Exams	Approx. % of exam that is essay or short answer	Anticipated # of pages for essay or short answer, or approx. word count	Exam constitutes what % of final course grade
1.			
2.			
3.			
Totals			

**Total writing assignments should contain at least 5000 words (approximately 15-20 typed pages) in two or more separate assignments; written assignments should be a major part of the final grade—at least 50% or more.*

ECON 330: Labor Economics Writing Summary & Proposal for Type I Designation

Perhaps more than any other area of economics, issues concerning work and labor divide experts, policymakers, and interested citizens. Disagreements occur on a number of levels that are difficult to disentangle: 1) ideology, 2) theory, and 3) methodology. The ability to tease out the roots of labor policy differences, to evaluate economic arguments, and to communicate theory and research relating to labor issues will greatly benefit students in many areas of work and life. I propose the following course to help students become more clear and effective writers in this area.

The course will consist of three types of writing assignments:

Type 1: Four Labs for Using Labor Data and Communicating Results (20 percent of grade)

Students will explore labor data, apply economic methods, and present findings in four lab assignments. We will meet in computer labs 8-10 times over the course of the semester to expose students to various labor data sources and gain competence using statistical methods to evaluate labor policies and measure labor outcomes. Students will be given instructions for finding data, performing a set of empirical calculations, and writing up their results.

- 1) These assignments are intended to increase competence with statistical software (i.e. Excel), statistical methods, and in writing about statistical results. Many of the issues we discuss will be relevant to students' lives (i.e. computing age-earnings profiles for their majors and future occupations).
- 2) These assignments will include the creation of tables and graphs and up to three pages of descriptive write-ups.
- 3) The assignments will also require students to synthesize and summarize recent research on various labor topics, as well as using proper form to cite their sources.
- 4) Students will have the opportunity to revise after switching reports with partner students, who offer suggestions.
- 5) Standards consist of 1) writing in a professional style, 2) using technical terms accurately, 3) describing results fully and clearly, and 4) presenting tables and graphs professionally.
- 6) The four assignments will make up 20 percent of the total grade (5 percent each) and are due approximately every three weeks.

Type 2: Two Double-Entry Journals (20 percent of grade)

Students will be assigned two case studies (each unique to the student) relating to a specific topic area (discrimination, inequality, unions, etc.). The assignment consists of the students creating 1) a Double-Entry Journal and 2) a one-page Abstract. The purpose of the Double-Entry Journal is to conduct preliminary research into what could later become a comprehensive research paper. On the left-side of the journal, students list quotations from research articles (cited with page numbers) that add to one's understanding of the latest knowledge for that topic. On the right-side of the document, students summarize, combine, and write new prose that captures and adds to the information on the left-side of the journal. The Abstract requires students to connect the various sources and summarize this body of research.

- 1) These assignments are intended to increase student ability to create research questions and prepare preliminary research plans. Students will need to understand economic theories so that they can clearly communicate and apply them to specific research areas. Students will also gain experience reading abstracts and results from economic research, interpreting this information, and summarizing it for other audiences. Whether the students become researchers in the future or not, the ability to

ask questions, read the span of expert knowledge, and identify strengths and weaknesses in previous research is important. Additionally, the students will be writing on issues that have direct implications on their future careers, such as discrimination, business practice, or education barriers.

- 2) These assignments will be 8-10 pages each. Since half of the Double-Entry journals are direct quotes, each assignment generates 4-5 pages of original writing.
- 3) There will be two case studies, the first due midway through the semester and the second due near the end.
- 4) Students will have the opportunity to revise the first after switching reports with partner students, who offer suggestions.
- 5) Evaluation is based on the following:
 - a) Sources: does the student broadly capture the latest research on the topic, with formal citation and references? I will set a minimum of ten sources.
 - b) Clarity: does the student communicate difficult methods, theory, and results for a non-technical audience in an accurate way?
 - c) Novel Ideas: does the student go beyond restating others' works and combine these works into new ideas and summaries?
- 6) The two assignments will make up 20 percent of the total grade (10 percent each).

Type 3: Economic Writing for an Online Audience (10 percent of grade)

Each student will receive a third prompt, different from the previous ones, and focused on some debate currently being held between groups of policymakers and researchers. In this project, students must create a Pinterest Board by collecting news articles, researcher blogs/podcasts, video, or other online content that relates to the topic. They must comment on each "Pin" and write a larger description that links the various Pins on the Board. Students can choose to make their boards private or available to the public.

- 1) Students are required to collect 20 Pins and write a brief (30 word) summary of each ~ 600 words.
- 2) Additionally, they are required to write a type of abstract that summarizes the entire board and highlights the main connections between Pins (500-600 words).
- 3) Evaluation is based on the following:
 - a) Creativity: does the student creatively "collect" and utilize various forms of content available on the web?
 - b) Context: does the student present both sides of the argument? Does the student find sources that capture the complexity of the issue?
 - c) Clarity: does the student clearly communicate about the topic?
 - d) Content: does the student combine at least 20 pins (15 of which you found before your classmates)? *Time stamps allow me to view who used an article first.*
- 4) The Pinterest Board makes up 10 percent of the total grade.

COURSE SYLLABUS
ECON 330 LABOR ECONOMICS
Brandon Vick, Ph.D.

I. Catalog Description

ECON 330 Labor Economics 3c-0l-3cr

Prerequisites: ECON 121, 122

History, structure, and operation of trade unions and employer organizations; major federal labor legislation; collective bargaining theory; wage determination; current labor problems.

II. Course Outcomes

At the end of the course, students will be able to:

Objective 1: Describe, apply, and utilize economic modeling to predict the effects of labor-related practices, policies, and events. Core labor models include labor supply, labor demand, the determination of wages, human capital, job search, and labor monopoly and monopsony.

Objective 2: Read, understand, and analyze labor force data. Identify and utilize current labor data sources and economic studies and increase familiarity with economic research methods.

Objective 3: Employ economic communication skills. Form economic questions, identify key labor-force related outcomes, and communicate such economic research findings. Communicate ideas through clear, accurate, and professional writing.

Objective 4: Describe how labor economics informs important issues, including education, discrimination, and inequality. Explain the strengths and weaknesses of the use of economic research in policy and in communication with the public. Improve writing by relaying complex economic arguments to a non-technical audience.

III. Detailed Course Outline

Topic	Class Hours (running total)	Course Objective
Using Labor Force Statistics	3 (3)	2,3
Labor Supply	6 (9)	1,4
Labor Demand	3 (12)	1,4
Market Equilibrium	4 (16)	1,3,4
Immigration	2 (18)	1,4
Unemployment and Job Search	4 (22)	1,4
Midterm Exam	1 (23)	1,2,3,4
Human Capital	4 (27)	1,2,4
The Structure of Wages	5 (32)	1,3,4
Discrimination	3 (35)	2,3,4
Job-to-Job Mobility & Monopsony	3 (38)	3,4
Unions	3 (42)	3,4
Final Exam	Finals Week	1,2,3,4

IV. Evaluation Methods

There will be two in-class exams (including the final exam) that include multiple-choice and short-answer questions, as well as other assignments, which will be a combination of in-class quizzes and take-home assignments.

iClick Questions, asked throughout the semester:	10%
Ten Friday Quizzes, with iClick:	10%
Midterm Exam over Topics 1-6:	15%
Final Exam over Topics 7-11:	15%
4 Lab Write-ups based on Excel Assignments:	20%
Two Double-entry Journals over Specific Topics:	20%
Pinterest Board over a Third Topic:	10%
Total:	100%

V. Required Materials

1. Bruce Kaufman and Julie Hotchkiss, *The Economics of Labor Markets* (7th ed.). Thomson/South-Western, 2006.
2. iClick: Purchase the Turning Tech ResponseCard QT through the IUP Bookstore.

Sample Assignment #1: (NOTE: Underlined terms link to various website with more information)

Lab Write-up #2: Labor Outcomes, PivotTables and DID

This lab is due on Turnitin.com as one MS Word File that presents your answers to the three parts below (Use the [Standard Lab Template](#) or feel free to improve on it).

Grading Rubric (50 Points Total, 5% of Course Grade)

1. Meets Requirements of the Assignment: 20 Points
 - Part 1: Two Paragraphs and Six References
 - Part 2: Two Short Paragraphs (no graph).
 - Part 3: Three Graphs Presented as One Figure, with a short description.
 - References/Citations: Your source material should be cited with (Author, Date) formatting. A Reference Page for the entire Lab needs to follow Part 3 in [APA style](#).
2. Looks Professional: 10 Points
 - Is the format clean? Are the tables/figures presented nicely (i.e. in the margins and state the title and source)? Do you have Part titles?
3. Communicates information efficiently AND accurately: 20 Points
 - Did you answer the questions correctly?
 - Do begin paragraphs with useful 1st sentences (i.e. to the point, summarize the paragraph, introduce the main points)?
 - Do you use the [Best Practices](#) I laid out for you?
 - Does your writing have substance?
 - Did you interpret findings or just restate them – NO DIRECT QUOTES!
 - Did you use the 3rd-person, active voice when possible for concise communication of labor outcomes.
4. **GrammarBomb! Read your work out loud to yourself, have another person read it, and/or go to the [IUP Writing Center](#). Proof of a trip to the Writing Center gives you 5 Bonus Points.**

Other information:

- [See the Course Calendar](#) for the Due Date.
- Since nothing is free, the price of a late paper is 25 points.
- [See the Best Practices Page](#) for hints on how to put together a nice piece of writing.

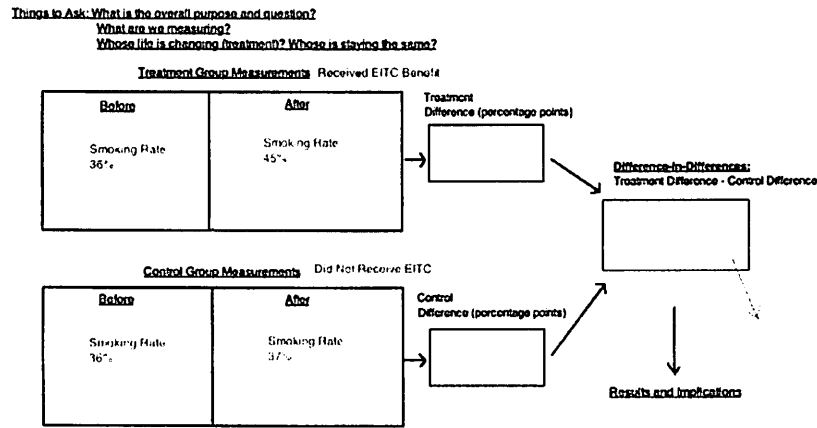
Part 1: Theory to Improve Outcomes

Re-read [the page on shocks to labor supply](#). You will write two paragraphs that describe predictions of the labor supply model and are informed by research.

1. One paragraph of 300 words or less:
 - Describe what the model ([Figure 13](#)) predicts about better access to child care and what effects that shock will have on the outcome of female work hours and labor force participation (Hint: it increases the number of hours a parent has to either work or do other activities).
 - Using [Google Scholar](#) and [IUP I-Search](#), find THREE academic articles and briefly describe research findings on the link between daycare and labor force participation (or work hours). Hint: type "day care female labor participation", "day care female work hours", "day care female wage", or "day care female earnings" into the search engines. You can also try "child care" in place of "day care". You can get a lot of non-technical information by just reading the abstract and conclusion of these papers.
2. A second paragraph of 300 words or less:
 - Describe what the model ([Figure 15](#)) predicts about how a higher EITC will affect labor force participation of low-wage workers.
 - Using [Google Scholar](#) and [IUP I-Search](#), find THREE academic articles and briefly describe research findings on the link between the EITC and labor force participation (or work hours). Hint: type "eitc work hours" or something similar.
3. Add all SIX papers to a Reference list in [APA style](#). The Reference list goes at the end of the lab.

Part 2: Looking at Evidence on Changed Outcomes

1. One paragraph of 200 words or less: Read the Abstract, Introduction, and conclusion of this article on fertility and education in Rwanda and describe how fertility changes in this study and why. Add this paper to your Reference List.
2. Figure out how the previous DID example works (Figure 16). Now calculate the effects of the EITC on smoking using numbers from the figure here. (The research paper of Kenkel et al., 2014 prompted this question).
3. In a short paragraph, describe the research question in the DID graph, the outcome being measured, how the EITC affects the outcome (and the percentage-point effect), and whether cigarettes appear to be a normal or inferior good.



Part 3:

PivotTables to Describe Wage Differences

Open the Lab 2 Excel File and save to a location you can find. You will create one Figure presenting three charts:

1. In your Word Document, create a blank table that is 1x8. Put the Figure 1 Title in the top box and the "Source: ACS 2012, from Labor Lab." in the bottom box. Here is a template to use if you prefer... just delete my figures, change the text, and copy the whole table to your Main Lab 2 Word File.
2. Create a PivotTable with hourly wage (in \$) as the value and Female/Male as the row. Create a PivotChart that compares the average hourly wage for Female vs. Male workers. Copy/Paste this as the first figure in your Word Document.
3. Redesign the PivotTable putting Over30/Under30 as the row. Create a PivotChart that compares the average hourly wage for Over 30 vs. Under 30 workers. Copy/Paste this as the 2nd figure in your Word Document.
4. Redesign a PivotTable putting CollegeGrad/Non-Graduate as the row. Create a PivotChart that compares the average hourly wage for Non-Graduate vs. College Graduate workers. Copy/Paste this as the 3rd figure in your Word Document.
5. Make sure the Figure title and the chart subtitles all describe what you are presenting. Write a short paragraph (200 words or less) that describes all three charts.

Sample Assignment #2: Double-Entry Journal

Instructions: for each reference, link the quotes you want to use in your research to how you would describe the information in your own paper. Summarize this information in a 500-word abstract.

- You may list several quotes, restating them in a combined way. To do this, highlight the number of cells you want to use, right click and select “Merge Cells”. Mind that you cite the source in your restatement.
- Be sure to list all of your sources (references) in a list at the end. Stick to APA style.
- To add more references, highlight a whole empty table (i.e. Reference 2), copy and paste.

Grading (100 Points Total, 10% of Course Grade):

- Sources: did you broadly capture the latest research on the topic, with the correct citations and references? You need a minimum of ten sources. (40 points)
- Clear and accurate: did you communicate difficult methods, theory, and results for a non-technical audience in an accurate way? Are you representing the source material correctly? (30 points)
- Novel Ideas: Did you go beyond restating others’ works and combine these works into new ideas and summaries? (30 points)

Example:

Source Text	Restated
Reference 1	
“Quote 1,” (World Bank, 2011, p. 28).	A restatement of Quote 1 (World Bank, 2011).
“Quote 2,” (World Bank, 2011, p. 52).	A restatement of Quote 2 (World Bank, 2011).
“Quote 3,” (World Bank, 2011, p. 65).	A restatement that combines the info Quotes 3 and 4 (World Bank, 2011).
“Quote 4,” (World Bank, 2011, p. 67).	

Reference 2	

Abstract

Combine the bits of information into a coherent summary here. This should be less than 500 words.

References

1. World Bank. (2011). *World Development Report 2012: Gender Equality and Development*, Washington, DC: World Bank.
2. Source 2. Add more as needed.

Topics Assigned to Students With Hints for I-Search Terms

1. Inequality: Structure, Earnings, and Factors of the Changing 1-percent (Piketty and Saez studies; Philippon and Reshef Study; Top Inequality; EconTalk Podcasts)
2. Inequality: Intergenerational & Absolute Mobility (Data, Description, Evidence, Summary of Studies; EconTalk Podcasts)
3. Inequality: Measuring the Median Worker (How to measure, increasing or decreasing income, are they doing better or worse? EconTalk Podcasts)
4. Inequality: Inequality and Happiness (Economics of happiness; Kahneman and Deaton (2010) study; Are Equal Nations Happier; EconTalk Podcasts)
5. Inequality: Technology-driven Inequality (Computerization Study; Job Polarization Studies; Frey & Osborne Article; Cowen Interview; Brynjolfsson EconTalk Podcasts)
6. Inequality: Is Inequality Growing or Improving around the World (Deaton Studies; Inequality and Poverty; In China and India)
7. Inequality: Studies on the Superstar Effect (How this leads to inequality)
8. Inequality: Inequality in the US by Region and Industry (Philippon and Reshef Study; Galbraith Econtalk Podcast)
9. Inequality: Policies to Reduce Inequality and Policies to Reduce Poverty
10. Inequality: Inequality and Access to Good Education
11. Job Mobility: Studies on Life Choices that make one less mobile as a worker (lack of transport, children, housing, job mobility)
12. Job Mobility: Job Lock and How Employers May Keep Workers in their job (health insurance; firm-specific training)
13. Job Mobility: Labor Monopsony and Factors that make it difficult to move jobs (also studies on monopsony and minimum wage)
14. Job Mobility: Job Mobility in Poor Countries (poor work conditions; inability to find better jobs)
15. Job Mobility: How long do workers stay in Minimum wage jobs? (mobility, minimum wage duration)
16. Job Mobility: How long do workers stay Unemployed? (mobility, unemployment duration)?
17. Job Mobility: The Effect of Catastrophic Health Expenditures on Job Outcomes and Mobility