ECON 225 A05
Writing for Economists
CRN 11108

First Term September- December 2021

Instructor: Dr. Maliha Nazir
Email: malihanazir@uvic.ca
Zoom Office Hours: Thursdays: 3:00 – 4:00 P.M. PST, or by appointment
All times in this outline are stated in Pacific Time (i.e., Victoria time).
Zoom office hours link: https://uvic.zoom.us/j/8218569919

TA: TBA
Class timings: Wednesday (6:30 pm – 9:20 pm)
Location: Hickman Building 116
This course outline may change depending on the circumstances
Course Prerequisites: One of ECON 103/103C/180 and ECON 104

Acknowledgement

We acknowledge with respect the original people on whose traditional territory the university stands. We are visitors here, the ancestral homeland of the L'kwungen, WSÁNEĆ, and Whyomith people. We appreciate their stewardship of this beautiful place and feel privileged every day to experience the bounty of the land and sea

Course Content

Econ 225 is about writing, reading, data analysis and research. Econ 225 is geared to a type of writing that combines clear, concise prose with theoretical analysis and the use of economics models. The course includes the study of grammar, syntax, and parts of speech. Students who complete Econ 225 should be able communicate their ideas clearly and concisely. You must attend class within the first five days to stay in the course. You confirm your attendance by signing into Brightspace and taking a short diagnostic quiz by 11:59 P.M. Pacific (Victoria) time on September 13. The quiz will ask you to choose one question and respond to it in 40-50 words. The course will be taught face to face as a mix of office hours, emails, the OWL online writing site, some lectures, and several assignments. You will learn to think and write like an economist, and you will be exposed to the types of writing you are likely to encounter in your study of Economics. You will sharpen your skills with a research paper, a summary test, and a grammar test. I will be including recent economic events including news relevant to this course so that you develop a habit of reading and staying up to date.
Textbook

Students are not required to buy a textbook for this course. All course readings will be posted on the course Brightspace page.


3. The course will also make extensive use of the Purdue Online Writing Lab (OWL), which is a grammar and writing site (https://owl.purdue.edu/owl/purdue_owl.html).

4. This course will make use of the APA 7th referencing style guide (American Psychological Association), which is most commonly used within the social sciences.

Learning Outcomes
At the end of this course, a successful learner will demonstrate the ability to:

- Write a well-constructed paragraph
- Prepare rough drafts and edit for grammar, spelling, punctuation, and sentence construction
- Write a summary that presents information concisely, clearly, and accurately
- Extract the key economic argument(s) from an article
- Write a well-organized research paper in economics using APA citation

Grading
The final grade is determined as follows:

Assignments 10%
Quizzes 40%
Grammar and Writing test 10%
Research Paper Draft and Final Paper 40%

Assignments: Two reading assignments of 5% each will be posted ahead of time on Brightspace. These assignments will be based on APA citation and writing in general. Some questions may ask you for short summaries or responses.

Quizzes: Four quizzes of 10% each will be based on subject-verb agreement, voice, grammar, mechanics and APA citation. The quizzes may have multiple choice questions.
Quiz 1: active/passive voice, subject-verb agreement
Quiz 2: Components of the argument essay
Quiz 3: APA and reference questions, in-text citation questions
Quiz 4: More grammar and writing—what is a sentence, fanboys, what did you learn

Grammar and Writing test:
The grammar and writing test at the end of the course will be based on lectures and the OWL Purdue website. the test is scheduled for Wednesday December 1st and more information will be provided during the second last week of classes.

Research Paper Draft:
The research paper will be written with in-text citations, a title page, and, of course, a references page. The draft will not be a finished product, but it should be formatted properly at this stage with one or two pages of text and in-text citations and a references page. For the paper, you will be given a list of questions to choose from.

- The references must include at least one academic source from a peer-reviewed journal.
- All paraphrases and summaries in the paper must be cited with page or paragraph numbers.
- All submitted work in Econ 225 will be in Times New Roman 12–point font.

Final Research Paper
Each student will write a 1,000-word paper in APA style. Students must have a minimum of one scholarly peer-reviewed source. A detailed marking rubric will be posted on the course Brightspace page. Your final appear will be written using the 7th edition of the APA style guide, as found on the OWL Purdue writing website.

- To find peer-reviewed journal articles, go to the UVic website, sign in with your UVic NetLINK ID, and find the Library page (Libraries - University of Victoria (uvic.ca)). Then type three key words into the search box that’s displayed on the page.
- Students must put a word count at the bottom of the last page of their paper, before the References section. Papers with no word count will have 2 points deducted.
- Your references list must be in correct APA style: Do not use a citation engine. They invariably make errors in APA. APA is unique. Instead, check your references against the examples in OWL.
- This course has zero tolerance for violations of Academic Integrity. If a paper is found to contain plagiarism (e.g., if you have copied words from a source as if they were your own, or if you have copied exact language without quotation marks), or if your paper is, in fact, a bought or borrowed paper, it will receive an automatic 0. Students in ECON 225 are required to sign & print their name at the end of their paper and state: “I have not plagiarized any material and this paper was neither borrowed nor bought.” Papers without this statement at the end will have 10 points deducted from the grade.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
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<tr>
<td>A</td>
<td>85-89</td>
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<tr>
<td>A-</td>
<td>80-84</td>
</tr>
<tr>
<td>B+</td>
<td>77-79</td>
</tr>
<tr>
<td>B</td>
<td>73-76</td>
</tr>
<tr>
<td>B-</td>
<td>70-72</td>
</tr>
<tr>
<td>C+</td>
<td>65-69</td>
</tr>
<tr>
<td>C</td>
<td>60-64</td>
</tr>
<tr>
<td>D</td>
<td>50-59</td>
</tr>
<tr>
<td>F or N</td>
<td>0-49</td>
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</table>
Students should review the University’s more detailed summary of grading.

**Course Policies**
This course adheres to the Undergraduate Course Policies of the Department of Economics that deal with the following issues:
- Academic concessions
- Academic integrity (plagiarism and cheating)
- Attendance
- Grading
- Inclusivity and diversity
- Late adds
- Late assignments
- Repeating courses
- Review of an assigned grade
- Sexualized violence prevention and response
- Students with a disability
- Term assignments and debarment from examinations
- Travel plans
- Waitlists

The following policies are explicitly included because of their importance.

**Examinations**
Attendance at all scheduled examinations is mandatory. Consideration for missed examinations will be given only on the basis of documented illness, accident or family affliction, and for no other reasons. In the event of a missed final examination, students are advised to follow the procedures outlined in the University Calendar.

Students are advised not to make work or travel plans until after the examination timetable has been finalized. Students who wish to finalize their travel plans at an earlier date should book flights that depart after the end of the examination period. There will be no special accommodation if travel plans conflict with the examination.

**Waitlist Policies**
- Instructors have no discretion to admit waitlisted students or raise the cap on the course.
- Students on the waitlist should discuss with the instructor how to ensure they are not behind coursework in the event they are admitted.
- Registered students who do not show up in the first seven calendar days from the start of the course may be dropped from the course.
- Registered students who decide not to take the course are responsible for dropping the course and are urged to do so promptly out of courtesy toward waitlisted students.
- Waitlist offers cease after the last date for adding courses irrespective of published waitlists.

**Academic Integrity**
Academic integrity requires commitment to the values of honesty, trust, fairness, respect, and responsibility. Students are expected to observe the same standards of scholarly integrity as their academic and professional counterparts. A student who is found to have engaged in unethical academic behaviour, including the practices described in the Policy on Academic Integrity in the University Calendar, is subject
to penalty by the University. Submitted work may be checked using plagiarism detection software. You will be asked to sign a pledge of integrity on each exam/assignment that you undertake online. Review [What is Plagiarism](#) for the definition of plagiarism. Note: Submitted work may be checked using plagiarism detection software.

**E-mail correspondence**

Emails should be limited to critical matters, such as inability to attend class, an exam, or prolonged illness, and should include the course name and number in the subject line. Questions on course material should be asked during office hours or in class. The standard format for writing a letter must be used. This means it should begin with a salutation (e.g. Dear…), include full sentences and it must conclude with a signature that includes your **fullname and V#**. Text message lingo should not be used.

**University Policy on Human Rights, Equity and Fairness**

The University is committed to promoting, providing and protecting a positive, supportive and safe learning and working environment for all its members.

See [General University Policies](#)

**Accessibility & Health Resources**

- **Centre for Accessible Learning**

  Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, you are free to approach me; however, you must register with the Centre for Accessible Learning (CAL) for formal arrangements to be made. The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

  - **Health Services** - University Health Services (UHS) provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives.

  - **Counselling Services** - Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students.

  - **Elders' Voices** - The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being.

**Course Experience Survey (CES)**

I value your feedback on this course. Towards the end of term you will have the opportunity to complete a confidential course experience survey (CES) regarding your learning experience. The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future.
When it is time for you to complete the survey, you will receive an email inviting you to do so. If you do not receive an email invitation, you can go directly to the CES log-in. You will use your UVic NetLink ID to access the survey, which can be completed on your laptop, tablet or mobile device. I will remind you nearer the time, but please be thinking about this important activity, especially the following three questions, during the course.

- What strengths did your instructor demonstrate that helped you learn in this course?
- Please provide specific suggestions as to how the instructor could have helped you learn more effectively.
- Please provide specific suggestions as to how this course could be improved.

**Tentative Course Schedule**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Week</th>
<th>Due Dates and Exam Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome and Introduction, Course requirements.</td>
<td>Week 1</td>
<td>Diagnostic Test</td>
</tr>
<tr>
<td>Read the course outline thoroughly from top to bottom.</td>
<td>7-10 September</td>
<td>September 10 23:59</td>
</tr>
<tr>
<td>You must confirm your attendance in this class by signing into Brightspace and taking a mandatory diagnostic test before 11:59 p.m. PST on September 10.</td>
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<tr>
<td>The test will ask you to respond to a simple question in 80-100 words.</td>
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</tr>
<tr>
<td>Study materials for quizzes #1 through #4 will be posted ahead of time.</td>
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<tr>
<td>Review Purdue University Online Writing Lab (OWL)</td>
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<tr>
<td><a href="https://owl.purdue.edu/owl/purdue_owl.html">https://owl.purdue.edu/owl/purdue_owl.html</a> to prepare for the grammar quizzes and research paper</td>
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</table>
- **Study grammar, mechanics, syntax, active/passive voice, and writing sections in the course outline and in OWL Purdue, our online grammar site.**

  2  
  13-17  
  September  

- **Quiz #1: Sep. 22**

  3  
  20-24  
  September  

  Quiz 1

  - Active/Passive voice, subject-verb agreement

  - Prepare for summary test in week 5 by studying a sample summary that will be provided.

  - Choose topic from list of topics and begin researching paper. You need to begin now; don’t wait. Find your peer-reviewed academic source and start drafting your paper, writing and rewriting, ideally by printing off drafts and editing them with pencil while reading your words out loud. These topics will be posted by September 27.

- **Quiz #2: Sep. 29**

  4  
  27-30  
  September  

  Quiz 2

  - Components of the Argument Essay

- **Summary writing test. Oct. 6**

  5  
  4-8  
  October  

  - Writing and revising draft paper, Oct. 6

  Summary Writing test
<table>
<thead>
<tr>
<th>Date Range</th>
<th>Event Details</th>
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<tbody>
<tr>
<td>6-11 October</td>
<td>Reading Assignment 1 and discussion in class</td>
</tr>
<tr>
<td>18-22 October</td>
<td>Quiz #3 Oct. 27. APA and reference questions, in-text citation questions; Start reviewing course material for final test; Reading Assignment 2 and discussion</td>
</tr>
<tr>
<td>9-15 November</td>
<td>Work on your research paper, get it ready. Review course material</td>
</tr>
<tr>
<td>10-12 November</td>
<td>Final Research paper is due on Wednesday November 10 by 11:59 P.M.; Late papers will not be accepted and will receive a 0.</td>
</tr>
<tr>
<td>11-19 November</td>
<td>Quiz #4: Nov. 16. More grammar and writing questions; Review for final grammar test; Read OWL and course outline notes</td>
</tr>
<tr>
<td>11-12 November</td>
<td>Drafting, Review</td>
</tr>
<tr>
<td>10-12 November</td>
<td>Final Paper due</td>
</tr>
<tr>
<td>22-26 November</td>
<td>Review</td>
</tr>
</tbody>
</table>
### RESOURCES

**Newspapers:**

- The Economist ([http://www.economist.com](http://www.economist.com))
- The Guardian ([https://www.theguardian.com](https://www.theguardian.com))

**Data sources:**


**Blogs and other Internet resources:**

- The Bank of Canada ([http://www.bankofcanada.ca/](http://www.bankofcanada.ca/))
- Freakonomics blog ([http://freakonomics.com/blog/](http://freakonomics.com/blog/))
- TED talks on economics ([http://www.ted.com/topics/economics](http://www.ted.com/topics/economics))
- Bloomberg ([http://www.bloomberg.com](http://www.bloomberg.com))
- Malcolm Gladwell’s Blog ([http://gladwell.com](http://gladwell.com))
- Democracy Now! ([http://www.democracynow.org](http://www.democracynow.org))
- Econbrowser: An Analysis of current economic conditions and policy ([http://econbrowser.com](http://econbrowser.com))
- The Conference Board of Canada ([http://www.conferenceboard.ca](http://www.conferenceboard.ca))
- C.D. Howe Institute ([http://www.cdhowe.org](http://www.cdhowe.org))
- Asia Pacific Foundation of Canada ([https://www.asiapacific.ca](https://www.asiapacific.ca))
- More or Less, BBC, Tim Harford ([http://www.bbc.co.uk/programmes/b006qshd](http://www.bbc.co.uk/programmes/b006qshd); [http://timharford.com/more-or-less/](http://timharford.com/more-or-less/))
- NPR’s Planet Money ([https://www.npr.org/sections/money/](https://www.npr.org/sections/money/))

**Electronic devices**

No electronic devices, chatting, or web searching during tests
**Educational Technology**

Brightspace is an e-learning platform that will allow us to interact and collaborate over the course of the semester. Some course material including readings, lecture notes, and course announcements will be posted on our Brightspace page. For further information on Brightspace please visit the following pages:

2. [https://www.uvic.ca/students/index.php](https://www.uvic.ca/students/index.php) click on the Brightspace tab and then sign in using your NetLink ID and password.

**Educational technology involving storage outside Canada**

I will be using Zoom for my online office hours. While Zoom is currently updating their service so that a user can select the data centre region (i.e., Canada in our case) that their account can use for real-time meeting data in-transit, the data is currently stored on US servers. To set-up a Zoom account, personal information is required. Information on Zoom’s privacy policy and the terms of use can be found at [https://zoom.us/docs/en-us/privacy-and-security.html](https://zoom.us/docs/en-us/privacy-and-security.html)

If you are not comfortable with your personal information being stored outside of Canada, please speak to me within the first week of class about using an alternative (such as using an alias or nickname). Otherwise, by continuing in this course, you agree to the use of the educational technology in the course and the storage of personal information outside of Canada.

**Sexualized Violence Prevention & Response**

UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. Students are encouraged to learn more about how the university defines sexualized violence and its overall approach by visiting [www.uvic.ca/svp](http://www.uvic.ca/svp). If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Contact [svpcoordinator@uvic.ca](mailto:svpcoordinator@uvic.ca).
Course agreement:

I, ______________________________________ have read the course outline and understand and
(Type your full name here)
agree to abide by the course requirements and policies.

_____________________________________________
(Student Name and Signature)

___________________________________________
(Date)