

Economics Department Writing Plan
Boston University
2022-2023 Academic Year

Conducted by
Writing in the Disciplines Program

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Economics Department Writing Plan
Academic Year 2022-2023

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Writing Plan Cover Page

___ 1st edition ___ Revision

Academic Unit Name

College

Department/Program Chair/Director

Contact Information (email & Phone)

Writing Plan Ratified by Faculty

Date: _____ Votes: _____ (yes)/ _____ (no)

Process by which Writing Plan was ratified within unit: (vote, consensus, other)

Role and Name

Signatures

WID Faculty Consultant:

Unit Chair/Director:

Director Writing in Disciplines:

Associate Dean or Dean of College:

Team Members

Unit Profile

_____ Professors	_____ Lecturers
_____ Assoc. Professors	_____ Sr. Lecturers
_____ Asst. Professors	_____ Master Lecturers
_____ Research/Clinical Professors	_____ Other (e.g. Affiliated Faculty)

Majors within the Unit

Major Name	Total # enrolled undergrad students in major: Spring 20__	Total # graduating undergrad students w/major: Spring 20__

Writing Plan Implementation Process

Meeting - Focus	Date(s)	Participants

Writing Plan Narrative (Executive Summary) - For what reason(s) did this unit (department, school, college) become involved in this project? What key implementation activities are proposed in this edition of its Writing Plan and what, briefly, is the thinking behind these proposed activities?

Writing and communication are critical to success in using and applying economics. In order to influence potential audiences, economists must communicate effectively, provide well-reasoned logical arguments, and make methods, results, and limitations clear. This is true for all types of communication, written or oral, and at any level of communication, whether it be a homework assignment in a principles class or a faculty recruiting seminar.

It is very difficult to deliver high-quality writing experiences in the Department of Economics. With more than 1200 majors, our typical elective course has 50 or more students, and introductory and intermediate courses are often even larger. That makes effectively administering a written assessment very challenging for instructors, and leads faculty to favor exams over research assignments. This circumstance has many negative results. First and foremost, the Department does not provide enough training in writing and communication as would be ideal. Second, the Department attracts students who are relatively more comfortable with exams and thus attracts a less diverse student body than if the Department offered more diverse assessment approaches. Third, research papers and experiences are often key to successful job applications, interviews, and graduate school applications, so the lack of writing experiences affects students beyond their time at BU. Fourth, the lack of exposure to writing and research makes students less likely to be attracted (or successful) in PhD applications. Finally, because the Department offers so few undergraduate courses that offer the WIN (writing intensive) Hub credit, our majors often must seek WIN courses in other departments. While a goal of the Hub is to make sure students take courses across different departments, WIN is more naturally thought of as a skill meant to be picked up in any major. Thus, we are under-serving our students by not providing enough writing opportunities.

Given these challenges, the Economics Department was excited to learn about the Writing in the Disciplines program and the opportunity to consult with the Writing Program. We are in the midst of a major reform of the undergraduate program, which is leading to significant reallocation of faculty across classes. Thus, it is a logical time to engage in the WID process. This led to the formation of the Writing Committee, which met throughout the year with the writing consultant to formulate this Undergraduate Writing Plan.

In Sections I-III, our Plan describes the importance of writing and communication in economics, explains the communication skills we want undergraduate students to obtain, and lists the way writing fits into the undergraduate curriculum currently. Section IV establishes a rubric for the assessment of writing and presentation projects. Section V lists a series of proposals and initiatives to improve writing and communication training in our classes, and plans for when and how to implement these ideas. Section VI explains the makeup of the Writing Committee

and our work process. Section VII describes how the Plan addresses the goals laid out in the University's Writing Intensive Learning Outcomes.

We look forward to seeing the response of the Department and University to our Undergraduate Writing Plan, and to bringing the proposed innovations to our students.

Section #1: Discipline Specific Writing Characteristics (*what characterizes academic and professional communication in this discipline?*)

Writing in economics is characterized by its clarity, transparency, and persuasiveness. As a discipline that deals with complex theories and empirical evidence, it is crucial for economists to communicate their ideas effectively, lay out clear and well-reasoned logical arguments and to engage with both the existing literature and current events.

Clarity is a fundamental aspect in the writing of policy papers and academic articles in economics. Economists must be able to explain complex concepts and theories in a way that is easily understood by the target audience. This requires concise language, logical organization, and the use of clear and transparent tables and graphs to visualize data. Economic writing should be efficient, with arguments presented in a logical and persuasive manner. This involves a clear explanation of the underlying logic, as well as the presentation of evidence to support the argument. To achieve persuasiveness, writers must be able to anticipate and address counterarguments, while also providing a compelling case for their position.

When writing for a general or policy audience, economists need to be particularly aware of their audience to explain concepts using clear and easily understood vocabulary and terminology. Arguments need to be presented in both an intuitive and logically compelling way.

Academic writing in economics must lay out how research or an argument builds on previous scholarship and expands the existing literature. This means that economists should be aware of the relevant literature, citing it accurately and engaging with it critically. Simultaneously, economists should be responsive to current events and conversations, making their work relevant and timely.

A well-structured paper in economics should clearly convey the motivation or goal behind the research. This should include a well-defined research question, the aim to solve a particular problem, or the exploration of a new theoretical or empirical approach. By clearly stating the purpose of the paper, the writer establishes a framework for the reader to follow and understand the significance of the research.

The structure of an academic paper in economics should be organized into defined sections, providing a clear roadmap for the reader. Typically, this includes an introduction, literature review, methodology, results, discussion, conclusion, and bibliography. Each section should be logically organized, allowing for smooth transitions and a coherent narrative.

Economic writing relies heavily on the presentation and interpretation of data. It is crucial for economists to provide a clear description of the data used, as well as the methods employed for analysis. Creativity, accuracy, coherence, and clarity in data analysis are key for effectively conveying ideas and research results. Table and figures should be clear and easy to access, with descriptive labels and footnotes that makes them understandable without undue reference to the text.

An important aspect of academic writing in economics is to appropriately acknowledge the research's potential weaknesses and limitations. By addressing potential criticisms and recognizing the limitations of their data, methods, or theoretical approach, economists demonstrate intellectual honesty and contribute to the ongoing development of the discipline.

Finally, accurate citations are essential in academic writing in economics. By properly attributing ideas, theories, and empirical evidence to their original sources, writers maintain academic integrity and facilitate further research by allowing readers to explore the cited works.

Section #2: Desired Communication Abilities (*With which writing abilities should students in this unit's majors graduate?*) – *Longitudinal approach to writing*

It is vital for economics students to learn to effectively communicate within and outside the discipline. This skill encompasses a range of general writing abilities that are important for effective communication, specific techniques needed for writing research papers as well as the ability to present economic ideas and research.

General Writing Skills

Clear and concise writing: Economics students should learn to express their ideas in a clear and concise manner. This means avoiding jargon, using simple language where possible, and focusing on the most important points. Students should avoid unnecessary elaboration and repetition, and instead focus on presenting their arguments in a straightforward and logical way.

Logical and well-reasoned arguments: Economics students should learn to construct logical and well-reasoned arguments, supported by evidence from prior research. This involves organizing their thoughts, using appropriate transitions, and ensuring that each point follows logically from the previous one.

Be able to back up arguments from prior research: Students should learn to engage with existing literature and incorporate relevant evidence into their arguments. This may involve summarizing key findings from previous studies, discussing the implications of these findings, and explaining how they support or challenge the student's own arguments.

Correctly cite and relate their writing to the existing literature: Students should learn how to properly cite sources in their writing and relate their arguments to the existing literature. This includes using appropriate citation styles, such as APA, and ensuring that all sources are accurately referenced. By doing so, students can demonstrate their familiarity with the existing research and establish the credibility of their own work.

Relate their arguments to empirical evidence: Economics students should learn to support their arguments with empirical and theoretical evidence, either from other sources or their own analysis. This involves presenting data, discussing trends, and highlighting the relationships among variables as well as conveying key theoretical results and insights. By grounding their arguments in empirical evidence, students can make their claims more persuasive and compelling.

Specific Skills for Research Papers

Articulate the logic of their argument, the method, the evidence, and their analysis: When conducting original research, students should be able to clearly explain the rationale behind their study, the methodology they employed, the evidence they collected, and the conclusions they drew from their analysis. This will help readers understand the significance of the research and the implications of the findings.

Accurately state the steps taken in their research, and the strengths and weaknesses of their work: Students should learn to provide a clear and detailed account of the research process, such as the steps they took for preparing and analyzing data or deriving theoretical results. They should also lay out clearly any challenges they encountered. They should also be able to discuss the strengths and limitations of their work, recognizing the potential for bias or alternative interpretations.

Clearly communicate data-driven/empirical results: For empirical papers, economics students should be able to effectively present their empirical findings, using appropriate language and visual aids, such as tables and figures. These visual aids can help readers understand complex information more easily and highlight key trends or relationships. Students need to both be able to understand and to explain such visualizations and how they relate to the arguments they and others are making. Students should also ensure that all visual aids are properly labeled and include appropriate units of measurement.

Present regression results: Regression analysis is a common tool used in economics research to explore relationships between variables. Students should learn how to present regression results in tables, including the coefficients, standard errors, t-statistics, and significance levels. Students should also be able to interpret the results of regression analyses, explaining the meaning of coefficients, statistical significance, and goodness of fit. They should also be able to discuss the implications of their findings, the conclusions that can be drawn, and the limitations of the analysis, including potential sources of bias, such as omitted variable problems or reverse causation.

Derive and present theoretical results: Students working on economic theory should learn to derive theoretical results and how to present them in a transparent and straightforward way. Learning proper notations, how to document proofs and using visualizations to present key arguments are particularly important.

Understand how research papers are written in economics journals; be able to read and think critically about them: Students should familiarize themselves with the structure and style of research papers published in economics journals. This includes understanding the components of a typical paper, such as the abstract, introduction, literature review, methodology, results, discussion, and conclusion. By developing the ability to read and think critically about existing research papers, students can situate their own work in the existing literature and emphasize their own contribution.

Presentation Skills

Undergraduate students in economics should develop a strong foundation in presentation skills to effectively communicate economic concepts to both academic and non-academic audiences. These skills include structuring a coherent and concise narrative, building coherent and convincing arguments, and contextualizing research results and economic theories in real-world situations. When slides are used they should be clear, accessible and complementary to the oral

presentation. Visual aids, such as charts or graphs should be engaging, easy to understand and support the main arguments in a straightforward way.

Additionally, it is crucial for students to develop strong verbal and non-verbal communication skills, such as maintaining eye contact, engaging tone, clear pronunciation, and confident body language. By honing their presentation skills, undergraduate economics students will be better prepared to share their insights, contribute to policy discussions, and excel in their future professional endeavors.

Mastering communication skills is crucial for economics students as they prepare for a career in the discipline. By developing both general writing skills and specific research skills, students will be better equipped to contribute to the field of economics through their own research and analyses.

Section #3: Integration of Writing into Unit's Undergraduate Curriculum: *(How is writing instruction and support currently positioned in this unit's undergraduate curriculum (or curricula)? What, if any, structural plans does this unit have for changing the way that writing and writing instruction are sequenced across its course offerings? With what rationale are changes proposed and what indicators will signify their impact?)*

Currently writing takes place in the economics major in four ways. First, we have three electives that have been given WIN credit, EC377 Economics Analysis of Legal Issues, EC405 Applied Time Series Econometrics, and EC406 Applied Cross-Sectional Econometrics. The EC377 course has a series of shorter papers, written by groups of students, while EC405 and EC406 have a single, larger research paper written individually. Second, students in the honors sequence (EC401/EC402) write a major thesis (note, while we are considering adding a course with an assigned faculty member who teaches these courses, we are waiting until this decision is made before submitting this sequence for 1-2 WIN credits). Three, students who engage in a Directed Study, registering in the EC491 and/or EC492 courses, write a paper, but we have not considered submitting for WIN credit because each EC491/2 course may vary from 1-4 credits, resulting in different length papers, and each directed study may be quite different. Four, students in EC204 Empirical Analysis 2 write a substantial individual or group research paper. We have not yet submitted this course for WIN credit because the course is in flux and may be reorganized to increase the amount of writing done in the course (in addition to improving training in doing empirical research) and possibly move to individual papers. We hope to submit for WIN credit no later than Spring 2024 to be implemented for AY 2024-25.

Throughout the econ major, we view writing in the larger context of communication, so our emphasis will be on crafting a well-reasoned argument. In the discipline of economics, this will usually include some degree of graphical analysis and tabular representation of empirical results. In addition, theoretical arguments will normally be supplemented by graphs and mathematical representation of theories, and, in such cases, students will be schooled in how to clearly explain “in words” what these abstract representations of ideas mean.

Concerning “structural plans”: (1) as noted above, the writing component of EC204 is in flux, and we are considering reorganizing the entire empirical sequence (EC203/EC204 Empirical Analysis 1,2) with a general plan to start regression analysis and/or an empirical paper in the EC203 class and continue it in EC204 (the content of the course would correspondingly be reorganized); (2) also as noted above, we are considering restructuring the honors thesis course so that there is a central instructor (in addition to an area-specific faculty thesis adviser) who helps with the project, and where weekly sessions are held where student present and discuss their and others work); (3) we are hoping to create incentives for faculty to add a writing component to their electives by offering to make the elective smaller and/or providing writing assistants (some combination of TAs and undergraduates); and 4) next AY we will run a pilot project in one section of EC101 where students will write short papers on select economic issues in their discussion sessions associated with each lecture (the exact design of this project will be worked out this coming summer).

In this context it should be noted that we have discussed possible ways to provide writing assistance to students, and to faculty teaching courses with a significant writing component (and,

as such, hopefully providing WIN credit). These ideas include TA support, resources which allow us to hire undergraduate writing assistants, and the possibility of having an instructor appointment with a main job function to be providing writing assistance to select courses.

Section #4: Assessment of Student Writing and Communication Skills (*How does this unit currently communicate writing expectations – see sections #1/#2 – to undergraduate students? What do these expectations look like when they are translated into ratable criteria? How satisfied is the unit faculty that students are adequately familiar with these expectations? How satisfied is the unit faculty that student writers successfully meet identified expectations by the time they graduate? Why? If less than satisfied, what plans does the unit propose for closing the gap?)*)

Except for one major core course, writing and communication expectations and assessments are widely determined at the course level and are at the discretion of the faculty teaching each course. However, our Empirical Economics II course (EC204) requires that all faculty assign a full research paper as a major part of the overall course grade. Note that some faculty teaching this course allow a group paper while others require an individual paper. Expectations for the research paper are communicated in class and via documents, grading guidelines, and rubrics; and each of these may vary slightly across faculty.

Moving forward from this writing plan, we suggest the desired writing and communication abilities outlined in Section 2 are generally sought after by all faculty who assign writing or presentations and are at least some part of the overall grade for papers and presentations. We expect all faculty to communicate a clear rubric and expectations to their students.

Communication Abilities 1: Clear and concise writing

Did the student(s):

- use simple language when possible?
- avoid unnecessary elaboration?
- present arguments in a straightforward way?
- stay within the page limit?

Communication Abilities 2: Logical and well-reasoned arguments

Did the student(s):

- support their arguments using rational thinking and/or appropriate models?
- organize their thoughts and arguments in a logical way, using appropriate transitions?

Communication Abilities 3: Understanding, evaluating and summarizing prior research

Did the student(s) understand:

- the main research question and motivation behind the research?
- the main innovations of the paper relative to past research?
- the main mathematical models and econometric methodology in the paper?
- the rationale behind the econometric methods and mathematical models?

Did the student(s) evaluate/think critically about:

- the methodology used?
- the results as they relate to the overall research question?

- how the prior research supports or challenges their own arguments?

Did the student(s) summarize:

- the main results and key findings using clear and concise language?
- the implications of the key findings?
- the significance of the estimates obtained?

Communication Abilities 4: Using empirical evidence to defend arguments

Did the student(s):

- Back up claims with empirical evidence (either their own or someone else's)?
- Present the data in a compelling way?
- Discuss relationships found among the variables?

Communication Abilities 5: Presentations

Did the student(s):

- structure a coherent and concise narrative within the boundaries of the presentation?
- build concise, coherent, and convincing arguments?
- maintain eye contact and engage with the audience?
- avoid simply reading from a script for the entire presentation?
- clearly enunciate throughout the presentation?
- (if slides are used) use clear and accessible slides that
 - complement the arguments?
 - can be seen from the back of the room?
- (if charts and graphs are used) use easy-to-understand and engaging charts and graphs?
- (if group presentation) share the time across members?
- (if group presentation) appear to have worked well together?

Communication Abilities 6: Use of Sources

Did the student(s):

- use reputable data sources and correctly cite them?
- cite all sources both at the end and within the document?
- format citations correctly and consistently throughout?

For other major courses that do not require a research paper:

Communication Abilities 7: Policy analysis and changes in supply and demand

Did the student(s):

- correctly describe the relationships between variables included in the model?
- correctly describe the effects of changes in supply, demand and/or policy?
- use widely-accepted economic models to support their analyses?

Communication Abilities 8: Graphical analyses

Did the student(s):

- understand and correctly describe the relationship(s) presented in the graph?
- correctly interpret and concisely communicate the main takeaways from the graph?
- generate a graph that supports the arguments presented in their analyses?

Improving these skills may be achieved by incorporating more writing/communication of results, tables, and figures throughout the major, as described in other parts of this report

Example assignments could have students ask 3 questions for evaluating tables and figures:

1. What does it say?
2. What could it mean?
3. What does it mean to you?

Communication abilities specific to writing research papers:

By section:

Introduction

- clearly articulates research question
- motivates question by presenting relevant statistics and trends

Literature Review

- uses credible sources for finding papers
- develops a literature review based on communication abilities 3 described above
- describes similarities and differences of paper with respect to past papers

Data Set and Summary Statistics Information

- uses a reputable data source to conduct analyses
- describes relevant data sources including time frames and variables being used
- describes the process of data cleaning, variable creation, etc.
- displays summary statistics of the variables (means, variances, scatterplot, histogram)

Econometric Model

- describes econometric models using both words and equations
- presents a clear and detailed report of the plan for empirical analyses
- discusses exploring different functional forms or persuasively defends the paper's choice

Empirical Results

- states and interprets regression estimates accurately and explains what they mean
- addresses statistical and economic significance of estimates
- states and interprets hypothesis tests accurately
- assesses estimates with respect to past research in the area and addresses whether results are similar or different in relation to past literature

Conclusion

- summarizes main research question and results of the paper
- states limitations of the paper and ways to improve
- provides avenues for extension of the research

Graphs and Tables

- graphs and tables should be well-labeled, professionally formatted, and clear

Use of Sources

- should follow communication abilities 6

Section #5: SUMMARY of IMPLEMENTATION PLANS and Requested Support: (Based on above discussions, what does the unit plan to implement during the period covered by this plan? What forms of instructional support does the unit request to help implement proposed changes? What are the expected outcomes of named support? What kinds of assessment support does this unit request to help assess the efficacy of this Writing Plan? What are the expected outcomes of this support?)

Immediate

Several items are either quite easy or are already underway, and we expect them to be in place for Fall 2023.

One of the proposals is to **hire MA students as TFs**. This is valuable because it means we can more flexibly assign PhD students to the remaining positions, such as staffing discussion sections for intermediate classes. Also, MA students appreciate both the opportunity to participate in instruction and the income. So far, GRS has paid for this initiative, as it dovetails with a reduction in the PhD class size, which saves GRS significant sums.

We experimented with hiring MA students as TFs for the first time this year (2022-2023), four to five students in each semester. There was significant concern among the MA administrators about whether students could perform effectively in these positions. So far, the experience is positive, although not entirely free of problems. Going forward, we would like to expand the program, but probably will put in more scaffolding to make it successful, such as a dedicated adviser that can prepare MA students for the experience and monitor their performance. In general, we assign MA students only to TA positions without discussion sections, so the students are acting as graders rather than classroom instructors. That limits how many MA students we can use as TFs. This project is managed jointly by the Chair, Director of Master's Studies, and Director of Graduate Studies. The Writing in the Disciplines Initiative will provide support in the form of workshops and instruction for graduate students, and we will look into assistance from the CTL as well.

Another proposal is to **create small classes that emphasize writing**. We have two new courses already in this vein: EC405 and EC406 (which teach time series and causal effects methods, respectively). Both have low caps, about 30 (which is low for economics), and emphasize writing a substantial research paper.

It would be exciting to add more classes like this, particularly one that emphasizes theoretical modeling rather than empirical work. However, we have massive undergraduate enrollments and we have to make sure we can accommodate these students before pushing further in this direction. We are in the midst of a major reform of the economics curriculum, which we hope creates more faculty slots to allocate to smaller classes, among other things. We will re-evaluate staffing availability over the next several years to determine whether we can go further with this initiative. This project is managed jointly by the Associate Chair and Director of Undergraduate Studies.

Near future

Several policies will be implemented in the near future, as early as Fall 2024. One item is to **refashion EC203 to cover less statistics and more regression**. Doing so allows EC204 to cover less material and spend more time on paper-writing, or alternatively for EC204 to cover more advanced material. This change makes sense because we determined that some of the material in EC203 was not directly relevant for writing research papers in economics, and because EC204 had to cover too much material.

Currently, many students place out of EC203 because they take statistics in the statistics department. However, these students will not be prepared for the new EC204, which assumes students have exposure to linear regression. Thus, we need to change our pre-reqs, advising, and allowed substitutions so these no longer count as substitutes. Todd has agreed to take the lead on designing the new EC203 syllabus in consultation with Stacey.

We plan to develop a plan for **undergraduate peer teaching assistants**. Currently, every class is assigned a PhD student as a TA. Whereas PhD students are usually effective as graders, undergraduates would often benefit from being able to ask for help from someone who has first-hand experience as a student in the class. Under this plan, faculty would propose students to act as peer teaching assistants, typically students who did very well in class the last time it was taught. Peer teaching assistants would hold weekly office hours and, at their discretion, be available to meet current students beyond office hours. Peer teaching assistants do not grade assignments. We understand that CAS does not allow undergraduates to grade other undergraduates. Thus, each class would still be assigned a PhD or MA teaching assistant, who would also continue to hold office hours. Faculty would be expected to meet their peer teaching assistant at least twice a semester.

Peer writing assistants, as a part of the Tutoring Writing in the Disciplines Program, would be a special position for EC204. These students would undergo specific training from Writing in the Disciplines. Each student (or group of students in the case of group projects) would be required to meet the peer writing assistant each semester to obtain feedback on their writing. This would increase the quality of writing among students and the level of feedback that they obtain. Peer writing assistants do not necessarily have to come from the economics department, although that would be ideal, and we may assign EC204 both a peer writing assistant and a peer teaching assistant. We understand that the writing initiative can help fund peer writing assistants. We expect to pay for peer teaching assistants, on the other hand, out of the department budget, at least as the start.

Our plan is to **create a new position in the department called Director of Peer Tutoring**. This position would be in charge of recruiting, training, and managing peer teaching and writing assistants. Faculty would propose names of students to the director, and the director would take the next steps. In addition, the director would be in charge of orientation and training for MA TFs. It is possible that this position would also engage in training of PhD TFs, who currently

receive very little training. Marc plans to propose to CAS that we create a stipend to support this position, which would be seen as an overbase by one of our current faculty.

We want to explore **adding a writing assignment to our principles classes, EC101 and EC102.** This would likely be a 2-5 page paper that explores a current policy issue or real life application. Todd will pilot 101/102 with a new short writing assignment (and possibly a presentation as well). The presentation would be a short video uploaded to the class website that is reviewed by a TA. Making this assignment robust to use of generative artificial intelligence is a looming challenge.

We would like to **hold a poster session for EC204 students that highlights top papers.** We are targeting early fall for an event. EC204 faculty would select students from their classes as candidates. Students from either fall or spring would be eligible. We would then reach out to students and ask them to prepare a poster. We would provide some websites or other instructions about how to prepare a poster and cover any printing costs. Most likely, they would send the poster to econteam@bu.edu and we would get it printed at Kinkos. We would encourage students and faculty to attend the poster session. Refreshments will be served! Perhaps there will be prizes for categories like “Best research project,” “Best Poster,” “Most Original” etc. Stacey Gelsheimer has volunteered to spearhead this effort. At least in principle, this could be in place for this coming fall. Funding can come from the department, although Stacey is also looking for ways to raise funds from other university centers.

Finally, we hope to **apply for EC204 to qualify for a WIN Hub unit.** Meeting the exact standards, particularly providing multiple rounds of feedback, is a challenge. We hope to characterize feedback on developing tables and figures as an acceptable form of “communications feedback.” We also plan for the writing teaching assistants to contribute on this front. Todd Idson is leading the effort on the Hub.

Longer-term plans

Currently, the department generates very few honors theses. These projects create a lot of work for faculty, and the faculty member does not receive any formal credit or benefit. Students can rarely formulate viable projects on their own and faculty have little incentive to help students through this process. We hope to **start a class that supports honors theses students.** The idea is that students would take a class with a dedicated faculty member, who obtains credit for teaching one class for doing so and would be the instructor of record for the class. The students would primarily interact with this instructor, but would often also have an outside adviser, a professor with area-specific knowledge in the research area. The instructor would begin working with interested students in their junior year, helping students to find a topic, an adviser, and start a bibliography. In the fall of their senior year, students would take a lecture class with the instructor on research methods, and meet periodically with the adviser. The final spring semester would mostly consist of students meeting each other with the instructor to present results and discuss the process. The adviser would still obtain no teaching credit, but we anticipate much less work for this person, something like monthly meetings. We

understand other departments have similar setups, such as Sociology. We anticipate about ten students participating per year.

Ray Fisman has expressed an interest in teaching this class, and he would be ideal. Fitting this into his teaching schedule is not straightforward but the Associate Chair is considering this. Fisman is on sabbatical next year so we would target Fall 2024 for the start of the lecture class for seniors.

We have a **long-term goal of having students write independent papers for EC204 rather than group papers.** Group writing naturally leads to uneven contribution of work, difficulty in determining appropriate grades, and possible academic misconduct. We believe that independent writing is a better educational experience and creates a more powerful exposure to economics research. We will reevaluate this issue in five years.

We have several initiatives that help us reach this goal. The main one is to **shrink the class sizes of EC204.** Over the last several years, we have lowered the cap for EC204 from 50 to 38, and we probably need to get to 30 or lower. This is challenging for the next several years because BU has let in particularly large freshman classes for the last few years, and these students need EC204. We have increased the number of sections next year by one each semester. If the number of students also drops, we will be able to reduce the cap to 30.

Other prongs that contribute to this goal are moving introductory regression content to EC203, and adding undergraduate assistants to the class, both for writing and teaching. Unfortunately, developments in the program, such as shrinking the PhD class size, may lead us to eliminate discussion sections from EC204. It is unclear how this impacts the goal of getting to individual papers. The primary people responsible for getting to solo papers are the Associate Chair through class assignments and the EC204 faculty.

Lastly, we agreed that **presentations could be a larger part of our curriculum.** One way to do this would be to have students record presentations that were uploaded to the website to be reviewed by the faculty member or teaching assistant. Above, we discuss making this part of EC101 and EC102. It could also appear in any of the intermediate classes. Todd Idson is in charge of monitoring and encouraging the implementation of this.

Section #6: Process used to create this Writing Plan (*How and to what degree were stakeholders in this unit (faculty members, instructors, affiliates, teaching assistants, undergraduate students, others) engaged in providing, revising, and approving the content of this Writing Plan?*)

Over the course of twelve meetings during AY 22/23, the Economics Writing Committee (Marc Rysman, Todd Idson, Ishita Dey, Stacey Gelsheimer, and Johannes Schmieder) met with Jessica Kent, the WID Consultant. The committee discussed the current curricular integration of writing as well as the challenges instructors and students currently face. They also imagined new ways to structure the required sequence of courses and to include writing and presenting opportunities throughout the major.

The group participated in two asynchronous activities: First, in Fall 22, they completed a brainstorming activity to generate field-specific writing qualities, communication goals for graduating seniors, and common student writing strengths and weaknesses. Second, in Spring 23, the group completed an asynchronous preliminary vote on the action items they had generated in the fall meetings.

Once the committee reached consensus, they completed a GRPI (a contract identifying the group's Goals, Roles, Processes, and Interactions that is used in many teaming activities to help build clarity and accountability among the members) and split up the Writing Plan sections among the members, each producing drafts by a meeting deadline. Then the group met to discuss and edit the drafts, reaching a final consensus on the plan.

The Economics Writing Committee decided they did not want to pursue surveys or listening groups with stakeholders (faculty, students, TAs, administrators, etc.), so the work of this writing plan was completed by the committee members alone.

Section #7: Briefly describe the ways that the ideas contained in this Undergraduate Writing Plan address the University’s Writing Intensive Learning Outcomes.

Our goal is to provide economics majors with training and practice in communicating economic arguments, and the results of economic research. As such, the first Hub Learning Outcome for WIN courses will be addressed as faculty help students interpret relevant readings and the results of their research in the context of course papers and presentations. Given that some degree of review of the extant literature will be necessary in any project, Learning Outcome 2 will also be addressed. Finally, Learning Outcome 3 will be addressed not only through the feedback on the clarity of written arguments in projects, but also by the encouragement of graphical and tabular representation of quantitative results from said research. It should also be noted that in the context of interpreting research results, and by codifying existing literature as it relates to the research question posed, students will necessarily need to employ economic and econometric theory and hence will gain practice in “writing in the discipline”. Scaffolding will be provided in the context of feedback on preliminary drafts and possible presentations before class of work in progress (such practices will also support practice in using media to create presentations of research results).

Currently we have approval for WIN credit in one 300 level elective (EC337 Economics Analysis of Legal Issues), and two 400 level electives (EC405 and EC406, time-series and cross-sectional econometrics, respectively). The former provides writing/communication training in the form of a series of required projects that require the requisite writing requirements for WIN credit. The latter include a major econometric research paper as a core part of the course, and will thereby provide significant training in the communication of research ideas and results. We additionally plan to submit a proposal for WIN credit in our required year-long empirical sequence (EC203/EC204) which will provide a similar experience to that in EC405/EC406, but of course at a more basic level of empirical analysis. We will also be experimenting next academic year with a writing module in our EC101 Microeconomic Principles course to see if it would be viable to provide sufficient writing, and hence submit for WIN credit at the introductory level, with students writing perhaps a series of short essays (perhaps 3-5 pages each) on defined economic questions, with a goal of training students to write in the discipline, but more so for a general rather than professional audience.

Hub Learning Objectives, for reference:

Writing-Intensive Courses have the First-Year Writing Seminar as a prerequisite and develop at least learning outcomes 1 and 2 below.

Students are required to fulfill two units in this area.

Learning Outcomes

1. Students will be able to craft responsible, considered, and well-structured written arguments, using media and modes of expression appropriate to the situation.
2. Students will be able to read with understanding, engagement, appreciation, and critical judgment.
3. Students will be able to write clearly and coherently in a range of genres and styles, integrating graphic and multimedia elements as appropriate.

FROM BU GEC, for reference:

GEC Interpretive Document Posted: 4-6-20 Previous versions: 10-17-17; 2-5-18; 3-5-18

Writing-Intensive Courses in the Hub

Courses designated as “Writing-Intensive” (WIN) provide students with explicit opportunities to improve their writing through targeted assignments and regular feedback. It is critical that students in all disciplines learn how to write well in their field of study, and we therefore encourage faculty in all degree programs to develop WIN courses for their students. WIN courses use writing as a means to engage with course materials (so that students are not only using writing to learn about the discipline, but also learning to write in the discipline). This document aims to clarify the baseline criteria for approval of a WIN course for the BU Hub and articulate the aspirational goals for the teaching of writing in undergraduate courses at Boston University. The GEC encourages you to keep these guidelines in mind as you design or revise your WIN course.

Successful WRITING-INTENSIVE proposals make writing VISIBLE & PRESENT

Page Count: While flexible based on discipline and genre, 12-15 pages (circa 3600-4500 words) of finished writing in total is sufficient for WIN courses.

Prerequisite: A proposal and syllabus for a WIN course should list a pre-requisite as: “First-Year Writing Seminar.”

Learning Outcomes: WIN courses have two required learning outcomes; the 3rd learning outcome (which involves writing in multiple genres) is OPTIONAL. See WIN Learning Outcomes.

Purposeful Sequencing of Regular and Targeted Writing

The syllabus/calendar explicitly notes several specific writing assignments distributed throughout the semester that engage with course materials. The required assignments include both finished products (e.g., major graded papers) and purposeful writing tasks (aka the “scaffolding” of assignments) that contribute to those final products. Such tasks might include, for example, reading responses, summaries, outlines, drafts, annotated bibliographies, literature reviews, blog or social media posts, transcripts for podcasts or video narratives, etc. Varied, regular acts of writing are integral to helping students to produce complex final writing projects, and to reflect on their writing throughout the semester.

Feedback on Student Writing

The syllabus/calendar describes when and how students will receive feedback on their written work. Instructors can supplement written comments with discussion with students in class or during office hours. “Formative” feedback identifies the strengths of student writing and gives students clear guidance on what areas to work on and how to improve. Peers can also provide “formative” feedback, but instructors must provide guidance for peer reviews. On finished products, “summative” feedback should explain the basis of a grade and, ideally, suggest how students can apply the lessons of the assignment to future writing.

Reading

The syllabus/calendar explicitly refers to the teaching of reading that is particular to the discipline. Doing so involves noting, e.g., features of a text’s genre, structure, style, intended audience, and/or purpose(s). For example, a WIN science course could teach students how to navigate scientific reports and how to interpret charts and graphs. Instructors might consider a variation of the following language with regard to reading: “Students receive instruction in reading, so that they can learn to recognize and to analyze –and in some instances, even, to apply – the important features of texts that are commonly used in this discipline.” The explicit and regular instruction in reading strategies gives students models and deepens their understanding of the expectations that their own writing should meet. Close and/or critical reading develops an awareness of the genres appropriate to the discipline, enabling students to draw on these in their own written work.

Finished Written Products and Grades

All WIN courses have written products as the basis for major grades, and writing counts as a substantial portion of the final grade for students in the course.

APPENDIX 1: Brainstorming Exercise

What writing/presenting/communication experiences should all BU economics majors have had by the time they graduate?

- i) Writing about how economics can be/is applied in the world or in their lives (101)
- ii) Presenting and explaining trends of macroeconomic variables in written or oral format (102/202)
- iii) Presenting and interpreting results from basic statistical analysis in written or oral format (203/303)
- iv) Presenting and interpreting results from regression analysis in written or oral format (204/304)
- v) Writing an empirical research paper (204/304?)
- vi) Summarizing others research (academic research papers, policy briefs, reports) in written or oral format (204, 358, other electives)

In the ideal world, they would have experience in writing advocacy pieces, analysis pieces, and rigorous research pieces. Presenting, especially on research, would be great too. This would include short statements, short papers, and a longer research papers. It would be amazing if they also had the experience of writing about a mathematical model and interpreting what it says.

Students should be able to articulate a research hypothesis, relate it to prior research, describe their data, describe their research design, communicate/describe their results and conclusions. Creating a PPT presentation, and giving at least a 15 minute presentation in front of students and faculty would be desirable, but may not be feasible.

I think they should have had a chance to give 1-2 short presentations (e.g. a policy brief or a research paper by someone else) and maybe write 3-4 short papers (like a policy brief) or one longer paper (think thesis).

Cleaning data and understanding data enough to be able to DESCRIBE data in a real and meaningful way to an audience, through written and/or spoken presentations

Compiled:

- Writing to apply economics to the real world/own life
- Advocacy piece
- Analysis piece
- Short statement
- Writing about a mathematical model and interpreting it
- Research paper (rigorous, empirical)
- Written policy brief
- **Clean data** then describe data accurately in writing (ex. 1-page report)
- Presenting and interpreting trends of macroeconomic variables (written or oral)
- Presenting and interpreting basic statistical analysis (written or oral)
- Presenting and interpreting regression analysis (written or oral)

- Present on their own research
- Short presentation summarizing published research paper(s)
- Clean data then describe data accurately in presentation (ex. 1-2 slides)
- Short policy brief presentation
- Longer, 15-minute presentation with slides

What writing/presenting/communication skills should all BU economics majors have by the time they graduate?

- a) Skill of communicating what's happening in the economy by creating tables and charts to represent economic data. Explaining trends and linkages between economic variables through writing reports, presentations, and orally. For example, creating a graph to show trends in inflation and unemployment, and explaining the observed relationship between the two. (ii) and (iii) should help with that.
- b) Skill of presenting regression results (that have been produced in Stata or another software) in tables/graphs, interpreting these results in papers/presentations/orally, and explaining how results can be related to what's happening around them. (iv), (v), and even (i) should help with that.
- c) Skill of learning how research papers are written in economics journals and thinking critically about them. (v) and (vi) should help with that.
- d) General skill of writing clearly and efficiently

I think they should be able to clearly state their main ideas and provide supporting evidence. I think the act of weaving a set of disparate results into a compelling narrative is important. In the case of research writing, they should be able to clearly state the steps they took in their work and present the strengths and weaknesses of what they did, without overstating or overselling their accomplishments.

Be able to communicate an economic analysis (including the logic of the argument, the method, the evidence etc) to an interested audience (e.g. policy makers, employers, ...) in written form and as a presentation.

Communicating data-driven/"empirical" results. I personally think they need to be able to do this in a research paper as well as in a 1-page report and 1-2 slides presentation..

As noted above

Compiled:

- articulate a research hypothesis
- relate hypothesis to prior research
- describe their data
- describe their research design/method

- communicate/describe their logic, results, and conclusions
- create tables and charts to communicate economic data (coupled with explanation, oral or written)
- present regression results in tables/graphs (coupled with interpretation, oral or written)
- connect regression results with what is happening in the real world
- understand the journal submission/peer review process
- be able to think critically about other people's research that they read
- write clearly and efficiently
- clearly state main ideas and support with appropriate evidence
- weave disparate results into a compelling narrative
- clearly state the steps they took in their work
- present strengths and weakness of their work accurately
- understand the various audiences of their writing

Others, perhaps: how to cite properly, how to recognize and avoid plagiarism, how to develop and revise a research question (in other words, the steps before they articulate a research hypothesis in the final version), how to do library research and assess sources, how to edit their work, how to design presentation slides

What genres should all BU economics majors be prepared to produce by the time they graduate?

Empirical research paper, presentations either related to economic research or current events (many instructors do presentations in their classes)

As I stated above, advocacy, analysis, and research. By analysis, I have something in mind like a book report or a literature review.

A 1-page report, a 10-15 page research paper and a 5-10 presentation

Reports/papers and PPT presentations

policy brief, economic analysis

Compiled:

- Empirical research paper (10-15 pages)
- Literature review
- Report/summary of scholarly book
- 1-page report
- Policy brief
- Economic analysis
- Presentations on economic research
- Presentations on current events

- 5–10-minute presentation
- 15-minute presentation
- 1-2 slide presentation

Any professional genres that would be helpful to them as they enter grad school or workplace?
(ex. cover letter, resume, etc.)

What genres should all BU economics majors be prepared to recognize and understand by the time they graduate?

Undergrads are naturally going to be limited in the types of research they can produce but it would be great if they could recognize and understand research papers that are beyond what they could produce themselves. To be clear, there are important and widely cited research papers that relatively few economists, even very good ones, understand all of.

Reports. research paper, and also "informed" consumption of news articles and presentations.

in addition to the above, basic economic research papers, economics overview articles.

I think I answered this in Q1 and Q2.

Undergraduate-level research papers

Compiled:

- Published research papers
- Reports
- News articles
- Presentations
- Undergraduate-level research papers

Missing from this list but in previous: scholarly book, policy brief, economic analysis, literature review

Imagine an exemplary "A" research paper written by a BU undergraduate economics major. What are some of the characteristics of the student's writing/research/communication?

Writing is easy to understand with minimal grammatical/spelling errors ii) Question of the paper and the motivation for the question is explained well iii) Citations are provided appropriately iv) Sections in the papers are clearly defined and each section contains what it is supposed to v) Interpretations of results are fairly accurate and paper made an effort to link results to past work/what's happening around them vi) Clear presentation of graphs/tables

There should be a clear research question and or thesis. There should be a clear motivation for the question / thesis. A discussion of how this relates to the body of literature. It should have a clear argument based on either economic logic (e.g. supported by a model) and/or empirical research. The evidence should be presented in a high quality and clear way.

Similar to above, the student clearly states a goal for the paper, clearly describes the data and the steps the students took in their research project, presents coherent results that are properly interpreted, acknowledges weaknesses and limitations in the research project, and properly places the project in the research literature.

Clear, efficient and effective communication; Hitting all the "marks" of a research paper (as outlined in my rubric); effective, clear and "publication quality" tables and graphs (which we also try to teach); perfect interpretation of the results

Clarity, persuasiveness for presentation, but of course the quality of the underlying creativity and analytics is essential.

Compiled:

- Easy to understand/clarity of voice
- Minimal grammatical/mechanical errors
- Question and motivation explained well
- Clear thesis
- Relates research question/thesis to previous body of literature
- Citations are present and correct
- Sections are clearly defined and contain what they should
- Clearly describes the steps the student took
- Interpretation of results is accurate
- Clear argument based on economic logic (a model) and/or empirical research
- Attempts to link results to past work or current issues
- Clear presentation of graphs/tables
- Acknowledges weaknesses and limitations in the research project
- Presentation is persuasive
- Demonstrates creative and analytical thought

What are some of the common weaknesses of undergraduate student writing/research/presentation/communication in economics?

Among non-native English speakers the level of difficulty in communication varies. Some may make grammatical errors or are not able to present their ideas concisely. However, there's a small margin who have a very hard time writing in an understandable way. Among Native English speakers, the most common weaknesses are that they don't explain results enough or don't cite. In general, their writing is clear.

Their understanding of the results unfortunately.... Some have grammatical issues because English isn't their first language, but I personally care much less about that (because in the real world that could maybe be outsourced or "specialized" by another member of the research team)

Lack of a clear statement of purpose/intent, analytic reasoning, communication of results both in term of articulating what the empirical (or theoretical) results imply and their importance.

I guess the opposite of above: Common weaknesses failing to articulate a clear contribution, failing to describe methods properly, and misstating or overstating research contributions.

Problems articulating coherent thoughts or arguments. Not understanding the methods / logic of what they are trying to communicate.

Compiled:

- Not understanding the method/logic of what they are trying to communicate
- Not understanding results
- Don't explain their results enough
- Lack of analytic reasoning
- Lack of statement of purpose/intent
- Lack of citation
- Failing to articulate a clear contribution
- Failing to articulate the implications and importance of their empirical or theoretical results
- Failing to describe methods properly
- Misstating or overstating their research contributions
- Problems articulating coherent thoughts or arguments
- Grammatical errors – sometimes to the point of incomprehensibility

APPENDIX 2: Decision Framework

WID/Economics Initiative

AY 22/23

Consultant: Jessica Kent

Participants: Marc Rysman, Todd Idson, Ishita Dey, Stacey Gelsheimer, Johannes Schmeider

Decision Framework

Purpose:

This document collects and organizes all the curricular ideas that you have generated during the fall semester, listing each along with a set of benefits, drawbacks, and potential challenges. During BU's winter break, please use this document to review the many possibilities for the future of writing in Economics; when we return to meeting in January 2023, you will choose which curricular innovations you want to research further and potentially put in place.

Guidance:

- There is no minimum or maximum number of changes to put in place. Economics can accept and move forward with all of these or just a few; it's completely up to your group.
- You can add new ideas to this list at any time – if you have a brainstorm over winter break, please share it over email.
- The timeline for these changes is also up to you. Perhaps there are some things you could accomplish in a year or two, while others will take a 5-year or 10-year plan. We will address those details in the Writing Plan.
- During SP23, we can explore ways to address potential challenges (for example, seeking training or funding). If you think the change would have a large payoff, it is worth doing the research to find out whether it is possible, even if it seems out of reach right now.

Potential Changes to Writing in Economics:

Benefits	Drawbacks	Challenges
Section 1: New Courses or Policies		
A. Create a real class for Senior Honors Thesis (2 credit or 4 credit?)		
B. Create a few smaller classes with a lower enrollment cap that include writing		
C. Adjust statistics prerequisites for EC 204, so students are ready to jump in without much review		
D. Establish a faculty working group to collect and disseminate information on teaching writing		
E. Establish peer-to-peer mentorship program to support faculty who teach writing		
F. Direct struggling L2 students to the CELOP Conversation Partner Program		
G. Require all faculty use the same plagiarism detection software (whether TurnItIn or SafeAssign)		
H. Develop a streamlined plagiarism policy for 101/102 to consistently handle first offenses		
I. Incentivize faculty to include writing assignments, presentations, etc. by cutting course caps from 50 to 30 or 25 if faculty include some set minimum amount		

J. Incentivize faculty to include writing assignments, presentations, etc. by offering them a student peer TF to support the course		
Benefits	Drawbacks	Challenges
Section 2: Changes to Current Courses		
K. Add to EC 101 a 2-page paper relating what students learn in class to their own lives		
L. Add to EC 101 a 5–10-page paper on policy		
M. Cut back on problem sets in EC 101, keep all three exams, to balance the student workload		
N. Scaffold new EC 101 paper to limit what resources students can use and what topics – say, 10 or so – they can write about (in part to help catch plagiarism)		
O. Teach Figures and Tables as a form of communication		
P. Build peer review into courses that involve writing assignments		
Q. Add WIN Hub unit to EC 204 (add scaffolding, formative feedback, and lessons on genre and reading)		
R. Bundle EC 203 and EC 204 for a collective WIN Hub unit		
S. In EC 203, add a case study writing assignment		

T. In EC 201/202, add a 2-page problem write-up		
U. Keep the EC 204 discussion sections, and PhD TF teaches reading and specific writing skills there		
V. Take attendance in EC 204 discussion sections so students will attend		
W. Cut some chapters from EC 203 and cover regression in the final 1/3 of the semester		
X. Reduce enrollment cap for EC 204		
Y. Require student groups for the EC 204 paper		
Z. Require each EC 204 student to write their own paper		
AA. Require and mark drafts in EC 204 to reduce plagiarism		
Benefits	Drawbacks	Challenges
Section 3: Resources and Staffing		
BB. Hire WID Economics Writing Consultants (2 to start, possibility to expand)		

CC. Co-teach existing courses or sections with Writing Program faculty (3 partnerships available for AY 23/24)		
DD. Hire MA students for simpler TF work and move select PhDs to TF writing intensive courses		
EE. Hire advanced undergraduates as “peer TAs” (in addition to WID Writing Consultants)		
FF. Hire a full-time EC writing-expert lecturer to co-teach WIN Hubbed courses		
GG. In EC 101, have TAs grade the new paper		
HH. Hire undergraduates to teach STATA to free up upper-level TA resources to teach writing		

APPENDIX 3: Final Committee Vote Results

WID/Economics Partnership 2022/2023
Final Committee Vote Results

Writing Committee Consensus: YES

- Teach Figures and Tables as a Form of Communication
- Create a few smaller classes with a lower enrollment cap that include writing
- Add WIN Hub unit to EC 204
- Reduce enrollment cap for EC 204
- Make EC 203 a prerequisite for EC 204
- Set EC 101/102 as prerequisites for EC 204
- Cut some chapters from EC 203 and cover regression in the final 1/3 of the semester
- Hire MA students for simpler TA work and move select PhDs to TA writing intensive courses
- Hire advanced undergraduate as "peer TAs" (in addition to WID Writing Consultants)
- Require each student to write their own EC 204 paper
- Students will make a 5-minute presentation (potentially in groups) – undecided whether it will go into 203 or 204
- Todd will design a pilot for 101/102 with one short paper and one presentation
- Create a real class for Senior Honors Thesis
- Require and mark drafts in EC 204 to reduce plagiarism
- Hold an EC 204 poster session (competitive, could win prizes, voluntary participation)
- Hire Writing in the Disciplines Economics Writing Consultants (2 to start, possibility to expand)
- Hire undergraduates to teach Stata to free up upper-level TA resources to teach writing (in office hours setting)
- Direct struggling L2 students to the CELOP Conversation Partner Program
- Casual debrief among 204 instructors and other WIN instructors to share best practices

Writing Committee Consensus: NO

- Bundle EC 203 and EC 204 for a collective WIN Hub unit
- Split EC 204 into two semesters
- Take writing out of EC 204 and put it into a separate, optional course that has EC 204 as a prerequisite
- Adjust statistics prerequisites for EC 204, so students are ready to jump in without much review
- Economics teaches their own statistics course, separate from EC 203
- Outsource statistics prerequisite to the Math department
- No specific decision on EC 101/102 writing assignments yet; Todd will pilot and make recommendation
- Add writing assignment in EC 203
- Develop a streamlined plagiarism policy for 101/102 to consistently handle first offenses

- Require all faculty to use the same plagiarism detection software
- Take attendance in EC 204 discussion sections so students will attend
- Keep the EC 204 discussion sections, and PhD TA teaches reading and specific writing skills there
- Establish peer-to-peer mentorship program to support faculty who teach writing
- Build peer review into courses that involve writing assignments
- Establish a faculty working group to collect and disseminate information on teaching writing
- Incentivize faculty to include writing assignments, presentations, etc. by offering them a student peer TA to support the course
- Use Stock and Watson *Introduction to Econometrics* for EC 203
- Co-teach existing courses or sections with Writing Program faculty (3 partnerships available in AY 23/24)
- Hire a full-time EC writing-expert lecturer to co-teach WIN Hubbed courses

APPENDIX 4: GRPI CONTRACT

WID/Economics Partnership GRPI Agreement	
Goals: What are the shared goals of the group?	<ul style="list-style-type: none"> •
Roles: Who will do what?	<ul style="list-style-type: none"> • Section 1 - Johannes • Section 2 - Johannes • Section 3 - Todd • Section 4 - Ishita and Stacey • Section 5 - Marc • Section 6 - Jessica • Section 7 - Todd • Executive Summary - Marc
Processes: What are the schedule, deadlines and logistics?	<ul style="list-style-type: none"> • Skip next meeting 3/13; full drafts ready for discussion on 3/27
Interpersonal Communication: How will the group stay in touch and hold one another accountable?	<ul style="list-style-type: none"> •