**ECO 489 - Senior Seminar** **- Fall 2017**

**Time:** only times needed will be for presentations **Location:** in the Ether

**Instructor:** Mario Teisl, Professor

**Office:** 206 Winslow Hall **email:** [Teisl@maine.edu](mailto:Teisl@maine.edu) **(No FirstClass)**

**Office Hours:** I have many meetings so it is best to schedule an appointment with my Administrative Assistant, Karen Moffett (1-3154), or email me directly

**Course Description:** The School of Economics Senior Seminar (ECO 489) is a writing intensive capstone course for economics majors. ECO 489 satisfies the University of Maine's General Education Writing Intensive and Capstone Experience requirements. To graduate you must get a C or better in this course!

**Course Objectives:** The goals of the course include:

* providing students with an experience that typifies the work of professionals within the discipline of economics;
* improving students’ ability to communicate their economics knowledge effectively; and
* enhancing students' analytical, communication, leadership, and professional skills.

**BlackBoard:** We will use the ECO 489 BlackBoard Website for course announcements, distribution of readings, video lectures and course assignments. Your default Blackboard email address is your UMaine gmail address (e.g., XXX@maine.edu); please check this email address dailyduring the semester. Additional BlackBoard resources can be found at UMaine's Information Technologies web page (<http://umaine.edu/it/>). If you run into problems with Blackboard, contact <http://umaine.edu/it/contact-us/>.

**Adobe connect:** We will be using Adobe Connect to webcast your presentations. I will provide more information once I get the site set up.

**Course Ethic**: Analytical, communication, and leadership skills are very important skills expected of college graduates. Many students do not have sufficient opportunity to cultivate these skills. Like just about every other skill, becoming proficient in these usually takes practice. Thus, ECO 489 is primarily about students practicing applying their knowledge of economics, gaining experience writing and speaking like economists, and increasing their development as professionals. To get the most out of ECO 489, we expect students to reflect on the field of economics, expand their economics skill-set through practice, and network with peers. Success in ECO 489 requires students to invest time in these activities.

I expect students to read the materials and watch the videos, frequently visit the course Blackboard site, complete assignments on time, and participate in class activities.

**Writing/Oral Assignments**: Students will prepare two short papers and will give several oral presentations. By receiving detailed feedback on these assignments, students will advance their writing, critical thinking, and communication skills. Unless otherwise noted, we expect you to work on these assignments as individuals, not as a class; however, we do encourage you to provide feedback on each other’s essays, papers, and presentations.

The short-paper assignments are as follows: Paper 1 (Technical Brief for a Peer Audience of Economists); and Paper 2 (Policy/Problem Brief for a Public Audience). Short papers 1 and 2 will be analytical (Paper 1 requires some original research; Paper 2 does not require original research – you can use theory and the literature to evaluate a policy). Paper 1 should be around 3,000-5,000 words (about 6-10 single-space pages), and Paper 2 about 750-1000 words (1.5 to 2 pages).

Students will be asked to make several oral presentations in class to develop their oral communication skills. All students will present Paper 1 to the class using a "pechakucha format," where each presentation entails 20 slides and each slides is only up for 20 seconds (a little over 6 minutes in length).

Although all of the writing assignments are short, they are expected to be substantial and well written. That is, the short length should be because the writing is concise and well-crafted, not because there is little content or depth.

For each draft I will provide you written comments and selected editing suggestions. You should email me to set up a meeting to talk about my edits and suggestions.

All writing assignments must be submitted by 11 am on the due dates. Students should email me electronic (WORD or PowerPoint) copies of assignments. Assignments not handed in by the due date (receipt at 11:01 on the due date is considered late) will receive a grade of 0 unless you have made prior arrangements. Illness or family emergencies are usually the only acceptable reasons for missing an assignment deadline. If such a problem arises, you need to e-mail me before the deadline and provide a written justification (e.g., medical note) so we can discuss alternatives. Please be aware that good writing always takes at least three times as long as one thinks that it should take.

**Grading and Deadlines:**

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| --- | --- | --- |
|  | **Percent of grade** | **When due/occurring** |
| Technical Brief – topic + outline + sources | 5 | 9/8 |
| Technical Brief – 1st draft | 5 | 10/6 |
| Technical Brief – Final draft | 30 | 11/17 |
| Policy Brief – 1st draft | 5 | 10/13 |
| Policy Brief – Final draft | 20 | 11/24 |
| Poster draft | 5 | 11/17 |
| Poster final | 5 | 12/1 |
| Pechakucha slides draft | 5 | 11/24 |
| Pechakucha slides final | 5 | 12/8 |
| Pechakucha presentations | 15 | Week of 12/11 |

**NOTE:** Do not ignore deadlines for drafts – every year I have a few students that end up taking the course over because they failed to meet the bar for graduation due to getting zeros on missing drafts.

Note: Grading rubrics for papers are in the week 1 folder; for posters are in the week 7 folder

Academic Integrity: Academic honesty is very important. It is dishonest to cheat on exams, to copy term papers, to submit papers written by another person, to fake experimental results, or to copy or reword parts of books or articles into your own papers without appropriately citing the source. Students committing or aiding in any of these violations may be given failing grades for an assignment or for the entire course. In addition to any academic action taken by an instructor, these violations are also subject to action under the University of Maine Student Conduct Code. The maximum possible sanction under the student conduct code is dismissal from the University.

**Draft Calendar: Weekly Topics**

|  |  |
| --- | --- |
| Week 1 | **Topic:** Introduction, expectations and reading economics  **Reading** **assignment: Read the syllabus**,*avoiding plagiarism; technical paper outline and rubric; Final Critical Thinking Rubric.doc; Final Quantitative Literacy Rubric.doc;* *Doingecon Ch 6 and****elements of a research paper***; Read the journal article (*Jof Economic Psychology2008*) and 1 Maine Policy Review Article (files with MPR)  **Thinking assignment:** Write a summary on how the writing of these 2 articles differ and how they are the same (not turned in). |
| Week 2 | **Topic:** Doing economics and writing for an audience of economists  **Reading assignment:** *Doing economics Ch 5*; *Doing econ Ch 12*; *active passive voice;* |
| Week 3 | **Topic:** Doing economics and writing for a public audience of professionals  **Reading assignment:** *Doingecon Ch 3; Doing econ Ch 4;* |
| Week 4 | **Topic:** Writing a policy brief  **Reading assignment:** *Policy Brief instructions; PolicyFinal; ; write actionable policy recommendations; Writing Guidelines; Guidelines for writing policybriefs; Guidelines for Writing a Policy Brief*; Read examples 1 Maine Development Foundation report (files with MDF), 1 BDN article/op-ed, and 1 of the articles from a recent issue of theEconomist (economistsamples.pdf) |
| Week 5 | **Topic:** The importance of communication  **Reading** **assignment:** *Message Triangle; Message Triangle liveware; skill sets you want to hone; How Your Nonverbal Behaviors Impact the Interview;* |
| Week 6 | **Topic:** Presentation skills  **Reading assignment:** *Guidelines for Oral Presentations; NSF public presentations; presentation grading; visualizing data;*  W*ork through the materials at:* [*go.ncsu.edu/posters*](http://go.ncsu.edu/posters)*; watch the pechakucha videos:* [*https://www.youtube.com/watch?v=32WEzM3LFhw*](https://www.youtube.com/watch?v=32WEzM3LFhw)*;* [*https://www.youtube.com/watch?v=l9zxNTpNMLo*](https://www.youtube.com/watch?v=l9zxNTpNMLo)  Look at some of the examples in the week 7 BB site |
| Weeks 7-13 | You should spend these weeks finalizing all of your papers, posters and presentations. Schedule times to review my comments of drafts. |
| Week 14 | **Topic:** Pecha Kucha Presentations |

Students with disabilities: Students with disabilities who may need services or accommodations to fully participate in this class should contact the Director of Disability Services in 121 East Annex, (voice) 581-2319, (TTY) 581-2325 as early as possible in the semester.

Unanticipated disruption: In the event of an extended disruption of normal activities, the format for this course may be modified to enable its completion within its programmed time. In that event, you will be provided an addendum to the syllabus that will supersede this version.

Sexual Discrimination Reporting: The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell a teacher about an experience of sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct or any form of gender discrimination involving members of the campus, your teacher is required to report this information to the campus Office of Sexual Assault & Violence Prevention or the Office of Equal Opportunity.

If you want to talk in confidence to someone about an experience of sexual discrimination, please contact these resources:

For confidential resources on campus: Counseling Center: 207-581-1392 or Cutler Health Center: at 207-581-4000.

For confidential resources off campus: Rape Response Services: 1-800-310-0000 or Spruce Run: 1-800-863-9909.

Other resources: The resources listed below can offer support but may have to report the incident to others who can help:

For support services on campus: Office of Sexual Assault & Violence Prevention: 207-581-1406, Office of Community Standards: 207-581-1409, University of Maine Police: 207-581-4040 or 911. Or see the OSAVP website for a complete list of services at http://www.umaine.edu/osavp/