

ECO 4943 Honors Advanced Research & Writing Methods in Business & Economics - II

Number of Credit Hours: 2

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Website: Instructor's personal website

Office Hours: T/R 11am-12pm and 2-3:30pm

Term: Fall 20XX

Class Meeting Days: Tues.

Class Meeting Hours: 6:00-7:50pm

Class Location: HA102

Lab Location:

II. Course Prerequisite: Junior or senior status and ECO 3941

V. COURSE DESCRIPTION

In order to take this course, you will have taken the prerequisite course, ECO 3941, the year before. In that course, you gained an introductory understanding of the research and writing process and you produced a good number of pages of both original research and summaries of others' writing. All those were heavily reviewed and critiqued by your peers, especially the seniors. This year your role changes: you will become the expert reviewer/critiquer and you will further develop your research and writing skills. As such, you might think of the class meetings of this course (and the preparation for those meetings) as built around the idea of the "writing workshop," in which professional writers submit their work to a small, intense group of peers. A key aspect of the writing workshop ethos is to both take *and* give: in other words, the process of receiving feedback on your writing can only work if you are committed to provide substantial feedback to others. You should keep in mind that the juniors will be seniors, next year, and hence will learn this ethos from you.

Specifically, this class is designed to further your understanding of the research process: after identifying a workable research topic, you must be able to break it into feasible sub-sections and these sub-sections must form a cohesive, integrated final product. We will be focusing specifically on breaking down the research claim into its constituent parts and how those parts are best presented or argued (using, for example, quantitative or qualitative data, etc.); we will also focus on how the claim logically ties with the existing literature and whether the claim is a substantial contribution—the "so what" question, in other words. The strong emphasis on evaluating each other's work—with the seniors in charge—will continue to encourage you to think about how your own work is read or interpreted by others: this is virtually impossible to fully appreciate without the heavy emphasis on peer reviewing.

Your Responsibility for Remedial Writing Issues

This class is not designed to teach you the basics of writing and grammar. You are therefore responsible for making the effort to overcome any writing deficiencies you have. In particular, you should make use of the [University's Writing Center](#) for help with basic writing problems. If I specifically mention you need to visit the Writing Center in my comments, doing so will form part of your grade for the next round of revisions. There are other writing resources *any* writer should make use of, such as the [Sheridan Baker book](#) mentioned in the "supplemental material" section. Given one of the primary themes of this class, I also strongly suggest you get other peers to read and critically comment on your work before you submit it.

VI. COURSE OBJECTIVES

This class is designed to:

- Encourage you to communicate with other economics/social science students and improve your written and oral presentation skills
- Offer you a large amount of feedback on your project/writing beyond that which any supervisor can provide
- Further refine your review of the literature relevant to your project
- Convey the importance of frequently-overlooked details, such as formatting
- Further your understanding of the ethical issues involved in any research project
- Perhaps most importantly, guide you in connecting your claim to the subsequent steps in the research process, such as developing an effective outline of your entire project, deciding upon appropriate sub-sections of your paper and analyzing data that is relevant to your claim.

Note on Honors Distinction

This Honors course differs substantially from a non-Honors course in that its primary aim is to prepare students to formulate and complete a substantive research project in their fields. Ultimately, it will prepare students for the daunting task of writing an original honors thesis in economics or business, which is a 40-plus-page work of independent and original research. As an indication of the high level of expectation for success in the thesis, students read and summarize in writing *The Craft of Research*, a guide to research and writing in the social sciences, which is directed primarily to graduate research students. Students will critique hundreds of pages of their fellow students' work over the semester, which is highly unusual for an undergraduate-level course. Students will also integrate a professional writing guide for economists, McCloskey's *Economical Writing*, into their writing and critiquing.

VII. GRADES

<u>Cutoff</u>	<u>Cutoff</u>	<u>Cutoff</u>	<u>Cutoff</u>	<u>Cutoff</u>
A 93%	B+ 87%	C+ 77%	D+ 67%	F <60%
A- 90%	B 83%	C 73%	D 63%	
	B- 80%	C- 70%	D- 60%	

Tentative Schedule & Assessments

(with percentage of overall mark)

September

- (2%) Critique 1st set of Booth summaries prepared by juniors (end of August)
- (2%) Critique 2nd set of Booth summaries prepared by juniors (Sept: week 1)

- (12%) Submit a research Introduction/Proposal with a clear research claim, i.e., statement of problem and proposed approach (three-page maximum on Intro/Proposal + five-page maximum on literature review)

- (8%) Main critique of one other student's research for September meeting

October

- (2%) Critique 3rd set of Booth summaries prepared by juniors (end of Sept)
- (2%) Critique 4th set of Booth summaries prepared by juniors (Oct: week 1)

- (15%) Taking comments from previous month into account, re-submit Intro/Proposal for your research project paying close attention to your claim; revise lit review; possibly present project section/chapter, if ready

- (5%) Main critique of one other student's research for October meeting

November

- (2%) Critique 5th set of Booth summaries prepared by juniors (end of Oct)

- (15%) Taking comments from previous month into account, revise your introduction/proposal and lit review; include outline for entire project; seniors should, by now, also be presenting specific sections/chapters of their research project

- (5%) Main critique of one other student's research for November meeting

December

- (10%) Taking comments from previous month's submission into account, submit a revised and well-formatted document with literature review and one or more sections/chapters of your project; you must also submit a one-paragraph abstract

- (10%) Main critique of one other student's research for December meeting

Throughout the Semester

- (10%) Participate in discussion/prepare comments on all others' documents (even when you are not specifically assigned as the principal reviewer; these will all be submitted to me and graded)

IX. SPECIAL CIRCUMSTANCES AND LATE POLICY

If there are special health or other personal crises affecting your attendance or performance during the semester, you may request special arrangements with supporting documentation. I strongly urge students to see me as soon as possible under such circumstances. Unless there is a prior arrangement (with documentation), I will not accept anything late.

X. SPECIAL COURSE REQUIREMENTS

Written Submissions

Each student needs to be aware that his or her writing assignments will be read by the others in the class. A large part of your grade for this component will be based on:

- how well you conform to the specific assignment;
- how well your submission is articulated in terms of good standards for academic writing (i.e., is it grammatically correct, well organized, free from typos, and are references and citations done correctly, etc.);
- how much improvement you have made since the last submission (i.e., have you taken all relevant critiques into account?).

Evaluation of Others' Submissions

Seniors taking this class have already written extensive summaries for each chapter of the Booth et al. book as juniors. Therefore, a key role as seniors will be to critique the summaries written by the first-time juniors. Your highly insightful critiques will count toward the "Booth" portion of your grade. Your evaluations will take the form of written comments on others and your oral arguments during the meetings. Make sure you read the "Critiquing Suggestions" on the sidebar on the course website. Be aware that I read the original works *and* your critiques: my grading of your critiques is based upon the care and quality of your critiques; I also keep a running record of your previous critiques in order to determine whether you are improving at your reviewing skills. Seniors must also read McCloskey's *Economical Writing* (see required texts) and explicitly integrate insights from that work into their critiques. Students should also familiarize themselves with the [Committee on Publication Ethics](#) "[Ethical Guidelines for peer reviewers.](#)"

Class Participation

A significant portion of your overall mark will be allocated to your (positive!) contribution to class meetings/discussion. Positive class participation means coming to class prepared to seriously engage with your fellow students' works. Part of this participation grade will be your written comments/critiques on all the other papers in the group in which you are not specifically assigned as the principal reviewer.

The "seminar" nature of this class requires that each student come prepared to discuss each of the papers for each of the classes. I therefore reserve the right to call on a student and ask for his or her evaluation of specific papers at any time.

Needless to say, you must attend class in order to participate. Furthermore...

- leaving early, consistently coming late, or leaving the classroom in the middle of class (except in case of genuine emergency)...

- ringing cell phones (don't bring your cell phone to class—or, at least, make sure you turn them off!)...or
- failure to bring the appropriate materials to class ...

will be grounds to lower your mark.

You are responsible for checking the course schedule frequently and for keeping up to date on what reading and other work is required for class meetings. All reading and other work assigned for a given date must be completed prior to the class meeting on that date.

XII. TEXT AND REFERENCES

REQUIRED TEXTS:

[Booth, Wayne, Gregory Colomb and Joseph Williams. 2008. *The Craft of Research* \(3rd ed.\). Chicago: University of Chicago Press. \(later editions are fine.\)](#)

[McCloskey, Deirdre. 2019. *Economical Writing: Thirty-Five Rules for Clear and Persuasive Prose* \(3rd ed.\). University of Chicago Press \(ISBN-13: 978-0226448077\).](#)

[COPE Council. 2017. *Ethical Guidelines for Peer Reviewers*. September 2017. \[www.publicationethics.org\]\(http://www.publicationethics.org\).](#)

ASSIGNED READINGS:

I reserve the right to occasionally add readings during the course of the term. Please [read the following excerpt from Joli Jensen's *Write No Matter What*](#), Univ. Chicago Press (2017). [[can be found here](#)].

SUPPLEMENTAL MATERIAL:

[Baker, Sheridan. 1997. *The Practical Stylist: With Readings and Handbook*. New York: Longman.](#)

XIV. ATTENDANCE

Here is the University's position on attendance:

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

XV. POLICY ON ACCOMMODATIONS

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses — Boca Raton, SU 131 (561-297-3880); in Davie, LA 131 (954-236-1222); in Jupiter and all Northern Campuses, SR 111F (561-799-8585). Disability services are available for students on all campuses. For more information, please visit SAS website at www.fau.edu/sas/.

XVI. COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS) CENTER

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

XVII. CODE OF ACADEMIC INTEGRITY POLICY STATEMENT

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001 at <http://www.fau.edu/honors/academics/honor-code.php>. and the Wilkes Honors College Academic Honor Code at <http://www.fau.edu/honors/academics/honor-code.php>”