

 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>NEW COURSE PROPOSAL</b> <b>Undergraduate Programs</b>		UUPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department Economics College Business <i>(To obtain a course number, contact erudolph@fau.edu)</i>		
Prefix ECO Number 4935	<i>(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)</i> Lab Code	Type of Course <input type="text" value="Lecture"/>	Course Title RI: Honors Senior Seminar in Economics
Credits <i>(Review Provost Memorandum)</i> 3	Grading <i>(Select One Option)</i> Regular <input checked="" type="radio"/> Pass/Fail <input type="radio"/> Sat/UnSat <input type="radio"/>	Course Description <i>(Syllabus must be attached; Syllabus Checklist recommended; see Guidelines)</i> This is the capstone course in our Honors Program. Students will conduct an approved independent research project under the direction of the faculty mentor. At the completion of the project, the student will submit a written paper and present the work in an oral format.	
Effective Date <i>(TERM &amp; YEAR)</i> Fall 2020	Prerequisites, with minimum grade* Department permission required.		Corequisites Registration Controls <i>(Major, College, Level)</i>
<i>*Default minimum passing grade is D-. Prereqs., Coreqs. &amp; Reg. Controls are enforced for all sections of course</i>			
WAC/Gordon Rule Course <input type="radio"/> Yes <input checked="" type="radio"/> No WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to proposal. See <a href="#">WAC Guidelines</a> .		Intellectual Foundations Program (General Education) Requirement <i>(Select One Option)</i> None General Education criteria must be indicated in the syllabus and approval attached to the proposal. See <a href="#">GE Guidelines</a> .	
<b>Minimum qualifications to teach course</b> PHD in Economics			
Faculty Contact/Email/Phone Steven Caudill / scaudill@fau.edu / 7-3220		List/Attach comments from departments affected by new course Economics	
<b>Approved by</b> Department Chair <u>Steven B. Caudill</u> College Curriculum Chair <u>Edna W. W. W.</u> College Dean <u>Paul Harv</u> UUPC Chair <u>Jerry Haky (via email confirmation)</u> Undergraduate Studies Dean <u>Eduard Pratt (via email confirmation)</u> UFS President _____ Provost _____			<b>Date</b> <u>2/7/2020</u> <u>2/10/2020</u> <u>2-10-2020</u> <u>3-30-20</u> <u>3-31-20</u>

Email this form and syllabus to [mjenning@fau.edu](mailto:mjenning@fau.edu) seven business days before the UUPC meeting.



**ECO 4935 – Section XXX**  
**CRN number**  
**RI: Honors Senior Seminar in Economics**  
**Term Fall 2021**  
**Class Location**  
**Class Meeting Time(s)**

**Professor Information**

Steven B. Caudill  
KH 25 Room 141A  
scaudill@fau.edu  
561-297-2617

\*The faculty reserves the right to make changes in course content and requirements.

**Office Hours**  
**(TBA)**

**Required Text and Materials**

Students should have access to the software package STATA

**Recommended Text and Materials**

None

**Course Description**

This is the capstone course in our Honors Program. Students will conduct an approved independent research project under the direction of the faculty mentor. At the completion of the project, the student will submit a written paper and present the work in an oral format.

**Course Prerequisites and Credit Hours**

Department permission required  
3 credit hours

**Honors Distinction**

This research course differs substantially from a non-Honors course in that the focus is on learning about the *research process* in economics. The result of this process will be a publishable or nearly publishable paper.

### **Course Learning Objectives**

1. Gain knowledge of the research process in empirical economics.
2. Learn how to do construct a literature review for a particular research project.
3. Learn how to evaluate research to determine testable hypotheses
4. Learn about appropriate statistical methods
5. Learn how to write like a professional economist

**GRADING SCALE:** Grade below C is not passing in the Undergraduate program

93 - 100 = A  
90 - 92 = A-  
87 - 89 = B+  
83 - 86 = B  
80 - 82 = B-  
77 - 79 = C+  
73 - 76 = C  
70 - 72 = C-  
67 - 69 = D+  
63 - 66 = D  
60 - 62 = D-  
0 - 59 = F

### **Course Evaluation Method**

The course grade is based on the successful completion of the paper. Deductions will be given for missing in-class deadlines for completion of revisions and unexcused absences.

### **Attendance Policy**

Class attendance is mandatory (until excused by me). You must come to every class with your laptop/reading materials and be prepared to work on your paper (either reading articles, writing, or searching libraries and the internet, online, for materials).

### **RI DESIGNATION COURSE**

If this class is selected to participate in the university-wide assessment program, students will be asked to complete a consent form and submit electronically some of their research assignments for review. Visit the Office of Undergraduate Research and Inquiry (OURI) for additional opportunities and information at <http://www.fau.edu/ouri>.

### **STUDENT LEARNING OUTCOMES**

SLO 1: Knowledge. Students will demonstrate content knowledge, core principles, and skills.  
SLO 2: Formulate Questions. Students will formulate research questions or scholarly/creative problems with integration of fundamental principles and knowledge in a manner appropriate to their discipline.  
SLO 3: Plan of Action. Students will develop and implement a plan of inquiry to address research and inquiry questions or scholarly problems.

SLO 4: Critical Thinking. Students will apply critical thinking skills to evaluate information, their own work, and the work of others.

SLO 5: Ethical Conduct. Students will identify significant ethical issues in research and inquiry and/or address them in practice.

SLO 6: Communication. Students will convey all aspects of their research and inquiry (processes and/or products) in appropriate formats, venues, and delivery modes.

<b>Course Alignment with Office of Undergraduate Research and Inquiry (OURI) Student Learning Outcomes (SLOs)</b>	
<b>SLOs</b>	<b>Assignment Requirements/Assessments</b>
<b>SLO 1: Knowledge</b>	Students will demonstrate ECO 4935 course objectives through their work on their research projects, response to the mentor's comments, and the presentation of a research seminar at the end of the semester.
<b>SLO 2: Formulate Questions</b>	Students will develop a formal research issue to guide their research projects. Students will also formulate informal questions throughout the course related to search terms for literature review, appropriate measures for outcome criteria and relevant information for dissemination of knowledge.
<b>SLO 3: Plan of Action</b>	Students, along with help from the faculty mentor, will formulate a research plan to address the research issue. This will include data acquisition, an appropriate literature review, data analysis, hypothesis testing, conclusions and suggestions for future research and effective oral presentation of the research.
<b>SLO 4: Critical Thinking</b>	Students will demonstrate critical thinking at all parts of the project. Critical thinking is required in the evaluation of relevant research, collection or acquisition of appropriate data, determination of the appropriate hypotheses to test, determination of appropriate statistical methods to employ, determination of appropriate conclusions. Some studies may lead to a determination of appropriate policy prescriptions.
<b>SLO 5: Ethical Conduct</b>	You will identify significant ethical issues in research and/or address them in practice. Written components of any assignment or project may be submitted to anti-plagiarism software to evaluate the originality of the work. Any students found to be submitting work that is not their own will be deemed in violation of the University's honor code discussed above.
<b>SLO 6: Communication</b>	Communication will occur continuously between the student and the faculty mentor. The students will discuss, advise, and assist one another through the project. After completion of their projects the students will present their work in research seminar(s).

### **Research Project**

Students will learn how to search for research topics and data in economics. They will learn how to formulate a research question and then how to craft a literature review to suit the question. They will learn appropriate statistical methods and hypothesis tests. They will learn how to make an effective

research presentation and how to critically and constructively review the research work of others. They will also learn something about the refereeing process in economics. When the course is completed, successful students will have written a publishable or nearly publishable research paper and will have acquired an appreciation for the research production process in economics.

Students will develop a “working draft” of the paper consisting of, in the following order:

1. Title page with current date-first date will be XXXXX
2. Outline of the paper
3. Using your outline as a template, fill in what you have and hand in the “draft” as we go through the semester (See *General Paper Outline* and *Commented Draft* for guidance).

### Course Schedule of Deliverables

1. A schedule from each of you showing the hours you have free each week between 8:00am and 5:00pm for which you are available for one-on-one meetings with me regarding your research. *First Day*
2. A detailed outline of your research paper. *Third Week*
3. Starting (Fourth Week) at the beginning of the first class each week students will hand in their “working drafts.”
4. A rough draft of your research paper. *Twelfth Week*
5. A final draft of your research paper. *Fourteenth Week*
6. After the *Fourteenth Week* I will give each of you a course grade based on your work to this point along with a referee’s report containing suggestions for improvement. Making some of the suggested changes will lead to a higher course grade. *Due before final grades are reported*
7. A 20-minute power point presentation of your research. *Final Exam Day*

#### Additional Items to note

**Rough Drafts:** I am happy to review and discuss anything you have written at any time during the semester prior to *Week 12*. Hand in by *Week 12* and we will meet during the following week to discuss.

**Important Dates:**

First day	Your one-on-one meeting schedule is due.
Second Week	Outline is due if you already have a topic.
Third Week	Outline is due for others.
Twelfth Week	Rough Draft due.
Fourteenth Week	Final Draft due.
Final Exam Day	Seminars/PP presentations.

**Grades:** If the paper is publishable, or very nearly so, the student will receive an A in the course. If not, an appropriately lower grade will be assigned. Unexcused absences, missed deadlines, leaving class early, and late working drafts will result in a course grade reduction of 1/3 a letter (for example, from B to B-) for each absence or late day. As of the beginning of the semester, every student has an A+ in the course. The course grade is based entirely on the paper.

## **Additional Course Policies**

### **Late Assignments**

Paper grades will be lowered by one-third of a letter grade for each day late. So, for example, an A- paper handed in on time becomes B+ paper if one day late, a B paper if two days late, a B- paper if three days late, etc.

### **Attendance Policy Statement**

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.

**Anti-plagiarism Software** Written components of any assignment or project may be submitted to anti-plagiarism software to evaluate the originality of the work. Any students found to be submitting work that is not their own will be deemed in violation of the University's honor code discussed above.

### **University and College Policies**

#### **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, please see FAU Regulation 4.001 at: [FAU Regulation 4.001](#).

#### **Disability Policy Statement**

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, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at <http://fau.edu/sas/>

### **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/>

### **Religious Accommodation Policy Statement**

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices, observances, and beliefs with regard to admissions, registration, class attendance and the scheduling of examinations and work assignments.

For further information, please see FAU Regulation 2.007 at: [FAU Regulation 2.007](#).

### **University Approved Absence Policy Statement**

In accordance with rules of the Florida Atlantic University, students have the right to reasonable accommodations to participate in University approved activities, including athletic or scholastics teams, musical and theatrical performances and debate activities. It is the student's responsibility to notify the course instructor at least one week prior to missing any course assignment.

### **Incomplete Grade Policy Statement**

A student who is passing a course, but has not completed all work due to exceptional circumstances, may, with consent of the instructor, temporarily receive a grade of incomplete ("I"). The assignment of the "I" grade is at the discretion of the instructor, but is allowed only if the student is passing the course.

The specific time required to make up an incomplete grade is at the discretion of the instructor. However, the College of Business policy on the resolution of incomplete grades requires that all work required to satisfy an incomplete ("I") grade must be completed within a period of time not exceeding one calendar year from the assignment of the incomplete grade. After one calendar year, the incomplete grade automatically becomes a failing ("F") grade.

### **Withdrawals (Optional)**

Any student who decides to drop is responsible for completing the proper process required to withdraw from the course.

### **Grade Appeal Process (Optional)**

A student may request a review of the final course grade when s/he believes that one of the following conditions apply:

- There was a computational or recording error in the grading.
- Non-academic criteria were applied in the grading process.
- There was a gross violation of the instructor's own grading system.

The procedures for a grade appeal may be found in [FAU Regulation 4.002](#).

### **Disruptive Behavior Policy Statement** (Optional)

Disruptive behavior is defined in the FAU Student Code of Conduct as “... *activities which interfere with the educational mission within classroom.*” Students who behave in the classroom such that the educational experiences of other students and/or the instructor’s course objectives are disrupted are subject to disciplinary action. Such behavior impedes students’ ability to learn or an instructor’s ability to teach. Disruptive behavior may include, but is not limited to: non-approved use of electronic devices (including cellular telephones); cursing or shouting at others in such a way as to be disruptive; or, other violations of an instructor’s expectations for classroom conduct.

### **Faculty Rights and Responsibilities** (Optional)

Florida Atlantic University respects the right of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions which do not impede their exercise. To ensure these rights, faculty members have the prerogative:

- To establish and implement academic standards
- To establish and enforce reasonable behavior standards in each class
- To refer disciplinary action to those students whose behavior may be judged to be disruptive under the Student Code of Conduct.