

Economics 3905 Syllabus

Modes of Learning: Written Communication Skills

Jane Laird-Instructor

Class website: <http://economics.utah.edu/undergrad/econ3905.php>

Email: janeylaird@aol.com

Phone: 801-355-2466

The purpose of this course is to help you refine and improve your written academic communication skills. This class assumes that you will be writing a long paper for an economics course. If this is not the case, you will need to write a paper for this course or choose a paper assignment from another course, either past or current. The prerequisite for this class is that you have at least a *working knowledge of high school level English grammar and usage*. If this is not the case, taking a course that covers that specific material will be more beneficial and is highly suggested.

You will want to schedule a help session or contact me by phone or email for continuing assistance throughout the term. Office hours are then infinite. In addition, comprehensive writing resources available on the Internet are listed below so that you have all the tools you need to generate clear, clean, coherent and perfectly referenced academic papers. See below for how to submit your work, when it is due and how it is graded.

There are four requirements for this course credit: 1) Attend one class session. 2) Complete the attached *Homework* sheet. 3) Submit a draft version for review. 4) Submit a completed *Economics 3905 Draft Checklist/Outline/Thesis Statement* with the draft. For more details, see the table at the end of this syllabus. **Submissions:** Send your draft package (#3 and #4) by email to: janeylaird@aol.com. Use Word or Wordpad formatting.

- ✚ **The package – draft, fully completed checklist, outline, thesis statement -- must be submitted together and be complete.**
- ✚ **Remember— if you do not get an acknowledgement that I received your submission, I did not get it.** Always follow up on these.

Communication Element: In addition, it is an ongoing requirement that you communicate and understand all of the following:

- When a paper has been emailed
- Any due date changes that become necessary
- When you need a help session or simply need a quick answer
- All pertinent questions and information
- All submissions must be identified with your name, contact phone number & email.
- I always respond to your messages and paper submissions to verify that I have received them. ***If you contact me via email or phone and do not get a response within one day, this means I did not get your message or your paper. Follow up on these.***

Grading for this course: attendance, 20%; draft submission, 40%; completed draft checklist/outline/thesis statement, 40%. The draft grade is based upon adherence to the checklist and outline, so these must be included in your submission. Remember, your submissions for Economics 3905 are not graded for content.

Turnaround time: I am guaranteeing a ten-day turnaround time for reviewing submissions, although I attempt to do this more quickly whenever possible. Please plan accordingly; properly identified email submissions are the quickest way to turn something in.

Economics 3905 Course Requirements			
Five Requirements	Description	Grade Percentage	Due Date
Attendance	Attend the scheduled class session	20%	TBD by class members
Homework	Complete the homework assignment by doing each step on the homework sheet	Not Graded	Friday, Feb 20, 2015 <i>You do not submit the Homework</i>
Draft Checklist & Outline Submission	Submit a completed Economics 3905 Draft Checklist, Thesis Statement and Outline for a grade with the draft (see next)	40%	Friday, Mar 27, 2015 <i>All these items must be submitted together. Your paper's draft package -- the draft, the <u>completed</u> checklist, an outline and the thesis statement -- will be due on this date unless you request an extension. Thank you!</i>
Draft Submission	Submit the first draft version for a grade by email in Word, WordPerfect or WordPad	40%	

Economics 3905 Class Lecture Outline

Introductory Paragraph - Tell your audience what you are going to tell it; state the paper's purpose, or thesis, and explain what the paper will do. Introduce no specific information. Information that needs explanation or citations is too specific for an introduction.

Main Body of Paper



I. This Course

- A. Motivation for improving your academic writing skills
 - 1. For Yourself
 - 2. For your reader(s)
- B. Syllabus review
- C. Suggested Internet resources (*handout*)

II. Writing Discussion

- A. Reference and Citation
 - 1. Anything not commonly known to audience needs a reference – do not forget that data from other sources, even if paraphrased and not in quotations, must always be referenced
 - 2. Must use a standard citation style consistently and correctly
 - 3. Crucial step with mandatory, strict adherence to all requirements
- B. Organization
 - 1. Outline techniques (*handout*)
 - 2. Paragraph structure (*handout*)
 - 3. Introductory Paragraph – see description above for required form
 - 4. Summary Paragraph– see description below for required form
- C. Formal Tone
 - 1. Third person only: do not use “I”, “we”, “you”, “us”, “my”, “our”, “your” and other first and second person references
 - 2. No clichés, jargon, slang, cute/casual phrases
 - 3. Objective viewpoint
 - 4. Do not use contractions
- D. Proofreading and Editing (*proofreading and editing handouts*)
- E. Pet Peeves – Avoid as these represent a major markdown
 - 1. *They* and other vague references
 - 2. “Words” with quotes around them that are not cited
 - 3. Paragraph structure (*handout*)
 - 4. Use of First or Second person

III. Handout Review

- A. Homework
- B. Draft Checklist
- B. OWL Proofreading Steps
- C. Proofreading & Editing Symbols
- D. Outlining Handout
- E. Paragraph Construction Handout

IV. Analysis and/or Conclusion

End of the Main Body



Summary Paragraph - Tell your audience what you told it; introduce no new information. Analysis and conclusions are conducted within the body of the paper- not in the summary.

A Selection of Internet Resources

For Academic Writing

Citation Style Guide Sources

Research and Documenting Sources, Purdue University Online Writing Lab:
<http://owl.english.purdue.edu/handouts/research/index.html>
Resources for Documenting Electronic Sources Purdue University Online Writing Lab
http://owl.english.purdue.edu/handouts/research/r_docelectric.html
American Economic Review: Style Guide
<http://www.aeaweb.org/aer/styleguide.html>
Citation Style for Research Papers, Robert Delaney, Long Island University
<http://www.liu.edu/CWIS/CWP/library/workshop/citation.htm>
Writer's Handbook, UW-Madison Writing Center
<http://www.wisc.edu/writing/Handbook/Documentation.html>

Dictionaries, Style Manuals, Grammar Handbooks, Editing Resources

Resources, Purdue University Online Writing Lab
<http://owl.english.purdue.edu/internet/resources/sourceofinfo.html#style>

Grammar Help

Guide to Grammar and Writing, Charles Darling, Capital Community Technical College
<http://grammar.ccc.commnet.edu/grammar/>
Grammar, Punctuation, and Spelling, Purdue University Online Writing Lab:
<http://owl.english.purdue.edu/handouts/grammar/index.html>
Grammar Bytes
<http://www.chompchomp.com>

How to Write a Thesis Statement

Indiana University Writing Lab:
http://www.indiana.edu/~wts/pamphlets/thesis_statement.shtml
Purdue University Online Writing Lab:
<http://owl.english.purdue.edu/owl/resource/545/01>

How to Outline

Using Outlines, Indiana University Writing Lab:
<http://www.indiana.edu/~wts/pamphlets/outlines.shtml>
How to Make an Outline, University of Washington Psychology Writing Center:
<http://depts.washington.edu/psywc/handouts/pdf/outline.pdf>

How to Structure a Paragraph

Paragraphs and Topic Sentences, Indiana University Writing Lab:
<http://www.indiana.edu/~wts/pamphlets/paragraphs.shtml>
Paragraph Development and Topic Sentences, Charles Darling, Capital Community-Technical College
<http://grammar.ccc.commnet.edu/grammar/paragraphs.htm>

Economics 3905 Homework

The following homework will not be collected or graded, but is necessary in order to complete your draft and draft checklist.

I. Getting Started (1-2 Hours)

- A. Review **this syllabus** and make sure you thoroughly understand it
- B. Email or phone Jane if you have any questions about the syllabus
- C. Email Jane and **request an electronic copy of checklist if needed**
- D. Start filling in the **checklist**

II. Read the Handouts and Internet Sources and Identify Weak Areas (5-10+ Hours)

See next page for details on this part of the homework.

- A. Carefully read the **OWL proofing strategies** and check your grammar/proofing/usage knowledge
- B. Carefully read the **Editing Symbols** handouts and check your proofing knowledge
- C. Carefully read the **Outlining handout** and check your outlining skills
- D. Carefully read the **Paragraph handout** and check your paragraph construction skills
- E. Carefully read the **Draft Checklist** and note anything you do not understand
- F. Locate and read **all of the Internet resource** sites identified in the course handout
- G. Identify which areas you need to work on from this review of all the above sources.
- H. Contact Jane and utilize the resources listed for help on all areas above

III. Documentation and Citation of Sources (1-3 Hours)

- A. Consult the Professor for whom your paper is being written. Fill in the checklist with the Professor's name, course title and number
- B. Identify the citation style required by the Professor. Acquire a style guide from the Professor, the resources listed or Jane.
(Self Check: Do you know what a *style guide* is?)
- C. If your Professor has no citation style preference, you may choose the style you prefer. Locate a source for your citation style and print out the style/format guide (you may use MLA as a default)
- D. Fill out the checklist by noting the documentation style you will be using.
Fill out the checklist by identifying the book or internet site that you will be using to format your references and citations.
- E. Contact Jane for help if needed

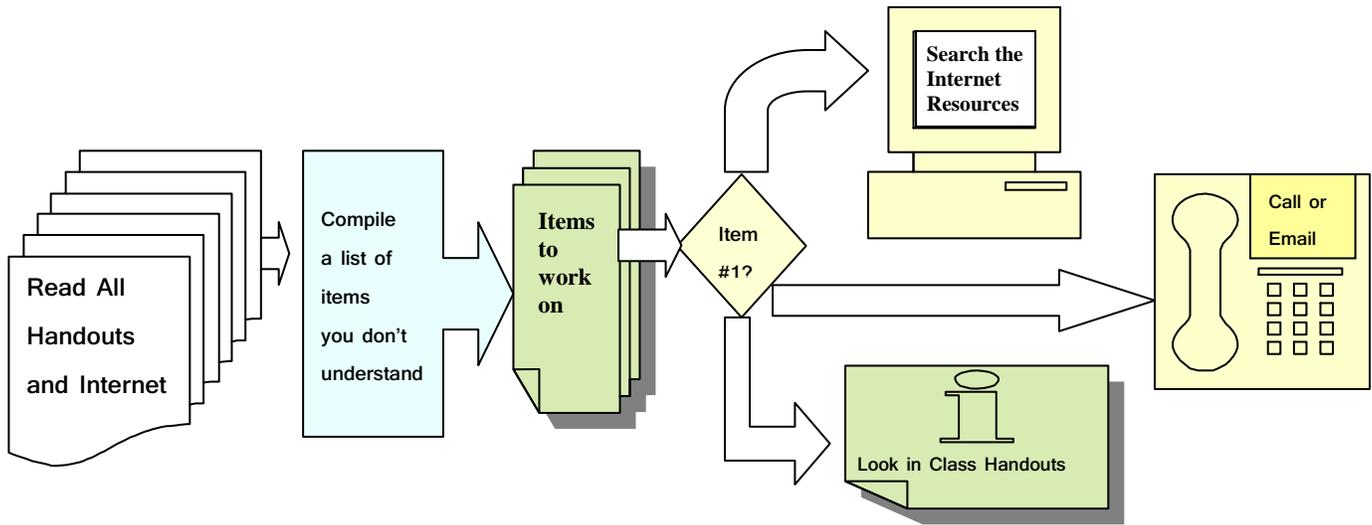
IV. Identify Thesis Statement and Begin Outline

- A. Understand the assignment for the paper and begin identifying a thesis statement
- B. Begin an outline using the handout and other resources as a guide
- C. Contact Jane for assistance when stuck or confused or need a quick answer

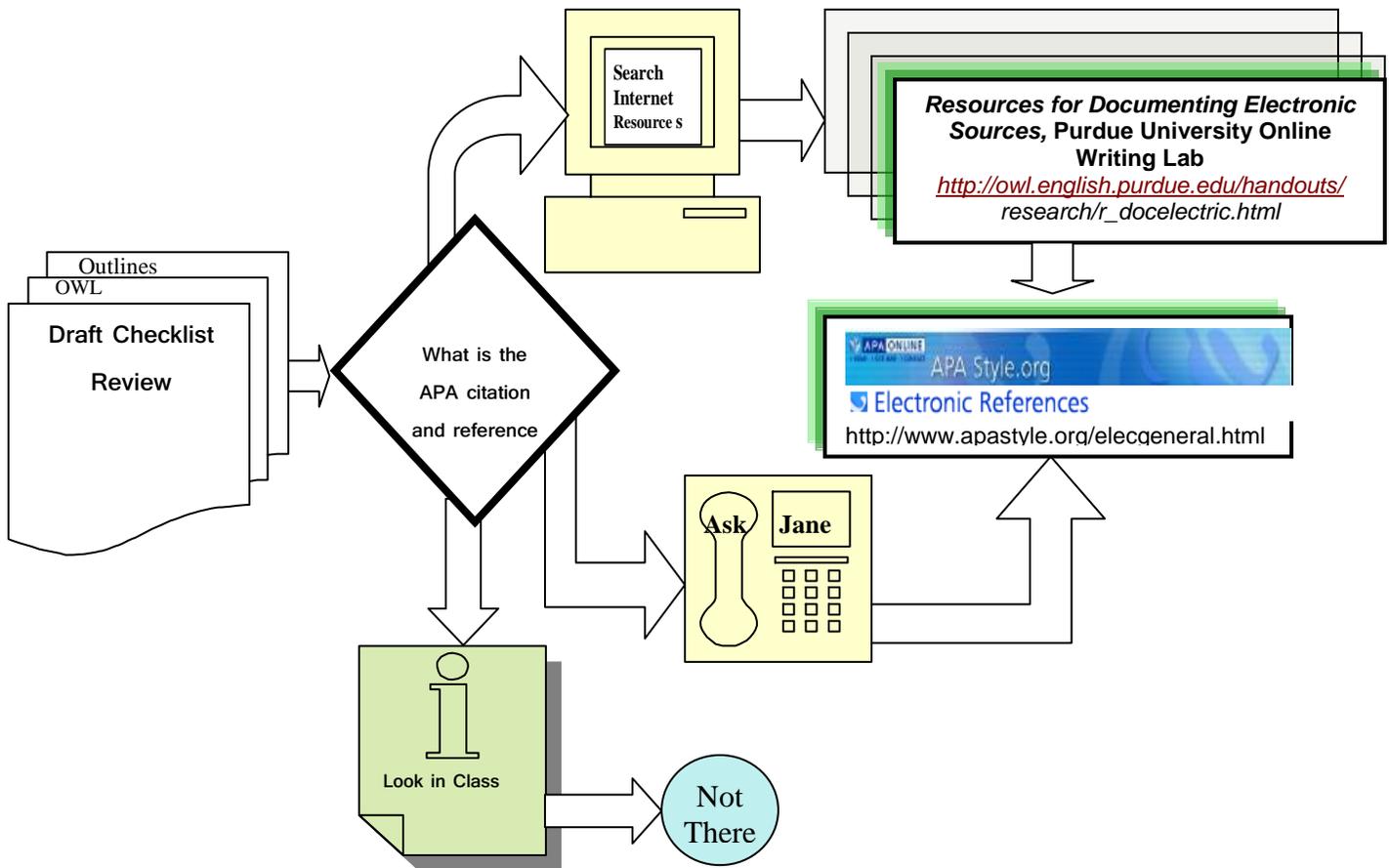
V. Identify Possible Research Sources

- A. Begin to assemble sources for your paper
- B. Document all sources according to the chosen style using a style guide

Steps for Homework Section II



An example



Economics 3905 Draft Checklist

Written Communication Skills

Please email Jane at janeylaird@aol.com for an electronic copy of this checklist (see homework sheet)

Attention: This checklist must be filled out completely, attached to the outline and thesis statement and submitted with your draft. Completing and checking off each item is 40% of the course grade.

Fill out the following checklist for each item and submit it with your draft.

1. Title and Professor of the course for which this paper is being written:
2. Your name, contact information (phone and email) is on the draft:
3. The title of this paper is on the draft:
4. An outline of this paper along with a statement of the paper's thesis is attached:

5. The paper has an introductory paragraph and a summary paragraph constructed as directed in the 3905 class session (see class outline for requirements):

6. MANDATORY Reference, Citation and Source Documentation

a. Missing source citations/reference documentation and incorrect reference formatting can cause markdowns from 5 to 25 points on your draft/final paper. **Check here to note that you understand how important this mandatory area is:**

b. Your professor requires what kind of reference documentation (MLA, Chicago, APA, other) OR what citation style have you chosen to use:

c. State what style guide you used (the source material for citation/reference format & style); what internet site or book source did you use:

d. You have checked the draft carefully to make sure that all material presented from another source—**quoted material, paraphrased material and ALL data from other sources** — is documented and cited:

e. All citations and references are constructed using proper punctuation, capitalization, page titles, data inclusion, spacing, etc:

7. Perfect Paragraph Construction in Logical Order

- All paragraphs have been reviewed to make sure they adhere to the paper's outline:
- All paragraphs are constructed logically; they have an initial thesis statement that all subsequent sentences in the paragraph support:

8. Maintaining Academic/Formal Tone

- The paper has been checked for objective tone, diction, and word choice:
- The paper contains no first or second person references:
- The paper contains no contractions:
- There are no clichés, trite expressions, or slang in this paper:

9. Double Check Jane's Pet Peeves as these are extra markdowns:

- Any use of the word *they* has been checked to make sure it refers to a plural noun:
- Any word/words quoted have a citation/reference:
- There are No first or second person references:
- Paragraphs are written as discussed in class and the handout provided (see #7 above):

10. There are No Spelling Errors, Typos and Missing Words

- The paper was checked by *Spellchecker* and *Grammar check*:
- You have also carefully checked the draft for misspellings, missing words and typos by reading the paper out loud or having someone else read through it for you:

11. This paper has been thoroughly proofed according to the standards presented by the *Purdue Online Writing Lab* handout; check your draft for each item below (use the OWL proofreading handout for details on each area):

- Statement of thesis
- Logical construction (according to your submitted outline)
- Coherence and Unity of exposition
- Diction (formal tone)
- Wordiness
- Capitalization is correct and consistent
- Dangling and misplaced modifiers
- Subject/verb agreement
- Pronoun reference/agreement
- Parallel sentence structure
- Punctuation
- Sentence Structure
 - compound sentences
 - introductory commas
 - comma splices
 - sentence fragments
 - run-on sentences

12. You have also checked each of these items:

- Possessives and plurals are correctly formed:
- Verb tenses and forms are correct? No switching of tense in paper?
- Sentence structure: do the sentences make sense?
- Word choice: are the word combinations used clear and unambiguous?
- All sentences have been checked to make sure they do not end in a preposition

Jane's Compendium of Proofreading Abbreviations

This chart is a compilation by Jane Laird of proofreading and correction abbreviations used by a variety of proofreaders. Not all proofreaders will use all of the abbreviations here and some will have idiosyncratic notations that differ from below. Also note that the examples given contain *the error*. Check to see if you know how to correct these errors shown

Abbreviation	Meaning	Explanation and Error Examples
ab, abv	faulty abbreviation	check the spelling and punctuation
adj	improper use of adverb	adjectives modify nouns
adv	improper use of adverb	adverbs modify verbs. <i>Hopefully</i> is an adverb, for instance.
agr	agreement problem such as subject/verb or pronoun/antecedent	check that the verb form used or pronoun used is correct in agreement - see <i>pa</i> and <i>sv</i> and <i>n pro agr</i>
amb	ambiguous expression	the word choice does not convey a clear meaning and needs revision - see also <i>vag, wc, spec</i>
APA	APA format error	follow APA style guide
art	article	incorrect use of or missing either <i>a, an</i> or, <i>the</i>
awk	awkward expression or construction	the expression as written is difficult to understand, perhaps unwieldy due to a combination of errors, - rewrite and simplify
bf	bold face	use bold face type
bibl	bibliography format error	reference or citation format error; follow Chicago style guide
block	block format	format quotes of four lines or more in block form
c, ce, cf	comma error, fault	comma in the wrong place or other problem with a comma
cap	faulty or missing capitalization	proper nouns and the first word in a sentence require an initial capital letter
case, pro ca		

	wrong pronoun case	use the correct pronoun for the different cases: subject, possessive, indirect object, direct object. The correct use of the words <i>who</i> and <i>whom</i> are good examples of this.
cite	citation missing or citation format error	check that there is a citation of the source used for the quote or information and that the citation is formatted according to a standard style
cliché	overused phrase	replace with original expression Ex: <i>Blown away by the calm before the storm, they were unable to judge a book by its cover.</i>
coh	coherence	paragraph or set of sentences does not hold together logically - rewrite
colloq	colloquialism	do not use informal expressions in formal papers Ex: That scientist <i>ain't got no business</i> doing that. The researchers <i>gotta get real</i> .
comp	comparison problem	check for a mixed metaphor or nonsensical comparison. Ex: <i>Utah students are better than Texas</i>
contr, cntr	contraction	<i>don=t</i> use contractions in formal writing
cs	comma splice	two complete sentences are joined with a comma; fix by splitting into two sentences <u>or</u> using a semi-colon <u>or</u> by using a comma and a conjunction.
dc	dependant clause	requires a comma
del, dele, ∂, strike-marks	delete	delete
dict, d	faulty diction	word choice that is incorrect in meaning or for the tone of the paper
dgl, dm, dang	dangling construction, dangling modifier	there is a dependent clause that modifies something not contained in the sentence, causing a nonsensical interpretation
dms	does't make sense	the sentence or expression is not understood – can be a combination of syntax, grammar and word choice problems - also see <i>usage, syn, ss, gr, mixed, om</i> Notice also that if a sentence does not make sense to the proofreader, she is unable to indicate a specific fix or correction.
ex	expand, explain further	expand your idea, give examples or analysis
fig	figurative language problem	Ex: <i>The car was as rapid as birds.</i>
frag, f	fragment or incomplete sentence	complete sentences have a subject and a verb

fuse, fs	fused sentence	two or more complete sentences joined without punctuation; fix by using correct punctuation or by splitting into separate, complete sentences
gr, gram, g	grammar problem	general indication of grammar fault
id, idiom	deviation from a standard English combination of words	check that an informal idiom is worded appropriately, or phrasing follows standard idiomatic usage.
i, inc	incomplete thought or point	complete the thought, sentence, idea
ital	italicize	use <i>italicized</i> type
lc	use lowercase	Error IN CapitalizatiON
logic	faulty logic	confused, illogical content
marg, mar	margin	check your margins
MLA	MLA format error	follow MLA style guide
mm	misplaced or misrelated modifier	modifier is placed in the sentence such that it causes a nonsensical interpretation - see also <i>dm</i>
mood	verb mood	use of imperative, subjunctive or indicative mood is faulty
move *	move to	move word/phrase to where location of the * see also <i>tr</i>
mw	missing word(s)	check for missing word or words
n pr agr	noun pronoun agreement	non-agreement between noun and pronoun - see also <i>pa</i>
naw, ntwd, nsw	not a word, no such word	not an English language word
num	error in use of number	check as some numbers are written numerically and some are spelled out
om	omission	a crucial word or phrase is missing
omit	omit	leave item out
org	organization	the writing of the paper or section is disorganized - rewrite using a logical outline
&, par	new paragraph	start a new paragraph where indicated

 or //	problem in parallel form	sentence requires parallel treatment
p/a, pa, pn	pronoun/antecedent agreement, pronoun number error	pronoun used does not match the noun it modifies
pers	person	do not needlessly shift, or hopscotch about, between first, second, third person
pl	plural	needs plural form; problem with use of plural form
poss	problem with possessive case	usually have used a possessive where a plural is required or the reverse - check also if there is an error with the apostrophe
pov, per, s/p	point of view, shift in person	do not shift person or point of view without a logical reason
prep	preposition	incorrect or missing preposition --do not needlessly end sentences with a preposition
prop	proper noun	need to treat as a proper noun
pron, pr	pronoun	pronoun used incorrectly
p	punctuation	incorrect or missing comma, period, apostrophe, quotation mark, or other form of punctuation
red	redundant word(s) or ideas	Ex: <i>A red in color,</i> <i>A thought in my head</i>
ref	unclear pronoun reference	there is a vague or ambiguous reference
r, rep	unnecessary repetition repetitious writing	a word or idea or sentence is overly repeated
rep w	repeated word	Example: <i>AThis is is a well done compendium.</i>
r-o, r/o, ro, run	run-on sentence	too many complete sentences contained in one sentence. Split up and rewrite.
sc	subordinate clause	check whether there is a comma after the clause
shift t, s/t, st	shift in tense	there is an inconsistency in verb tense used and must be fixed
si	split infinitive	<i>ATo erroneously split infinitives is to cautiously be avoided</i>
sing, sg	singular	convert to singular form or person

slang, sl	slang	do not use slang or casual phrases in formal writing Ex: AThere was a <i>fat chance</i> that the Congress would <i>hang tough</i> .@ AThe interviewees were <i>far out and real gone hepcats</i> .@
sp	spelling error	find and fix the spelling error
spec	be specific or specify	avoid generalizations or vague word choices - see also <i>amb, vag, wc</i>
s/pl, s-pl	singular/plural	problem with singular plural agreement
- s	missing or incorrect final -s	check for plural, possessive, verb tense
ss, sc, syn, syntax	faulty sentence structure, sentence construction syntax problem	there is a problem with the construction of an English sentence
stet	let it stand	no correction necessary
sv agr, s agr, s/v, sv, s-v agr	subject/verb agreement	verb use or form is not correct for the subject it describes
t, tns	verb tense problem	switching the verb tense in a sentence or section or using the wrong verb tense. See also <i>t seq</i>
tr, tsp, ^	transpose elements	requires a switch in the order of the words - also see <i>move</i>
trans	transition	there is a faulty or missing transition word or phrase
tr, trite	trite expression	the phrase used is formulaic, conventional, over used EX:AHe <i>proceeded</i> to have a <i>meteoric climb</i> for <i>this day and age</i> @
TS	thesis statement	check the thesis statement to make sure it conveys the meaning of the information presented in the paper
ts, top s	topic sentence	check the topic sentence to make sure it conveys the meaning of the information presented in the paragraph
t seq	tense sequence	the tense sequence is confusing or nonsensical - check to see that the tenses are consistent and logical
unity	unity	the paragraph does not hold together logically - rewrite
und	underline	<u>underline</u>

uncl, unclear	unclear	word choice fails to convey a clear meaning - see also <i>wc, amb, vg</i>
u, use, ns	English usage, nonstandard	something about the phrasing, word order, grammar or sentence structure constitutes nonstandard English usage
v, var	variety	use a more varied vocabulary, sentence length or type
vag, vg	vague	use a more precise word choice or more details - see <i>also spec, amb, wc</i>
v pass, voice	incorrect use of active or passive voice	Ex: Δ English is understood by us $\textcircled{}$
vt	verb tense	check a problem with a verb tense
vf, vb, v	wrong verb form	there is something wrong with the tense, mood, agreement or verb form
wc	word choice	need a more precise word - see also <i>vag, spec</i>
wdy	wordy	simplify and cut out unnecessary words
wf	word form	word is correct but in wrong form
wo	word order	faulty word order see also <i>syntax, use</i>
ww, w	wrong word	Ex: using <i>effect</i> instead of <i>affect</i>
x, X	incorrect	marks something that is wrong
3PO	third person only	use third person only in formal writing - change first and second person references to third
/, ☑, Y	check	good, correct
^	insert	add at the mark
#	add a space	need a space at the mark
?, ??, huh?,	question	something is not understandable to reader; check usage, sentence structure, word choice and all else to determine how to fix. See also <i>dms</i>