San José State University, Department of Economics
Economics 100W, Economic Reports Writing, Fall 2019

Course and Contact Information

Instructor:	Mike Jerbic
Office Location:	DMH 214
Telephone:	(408) 373-7416
Email:	Stephen.jerbic@sjsu.edu
Office Hours:	MW 6:00-6:30 pm
Class Days/Time:	MW 3:00-4:15pm
Classroom:	DMH 348
Prerequisites:	English 1A, 1B, Successful Completion of WST
GE/SJSU Studies Category:	Area Z Written Communication II

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas Leaning Management System course login website at http://sjsu.instructure.com. You are responsible for regularly checking your email and Canvas announcements for this course.

Communication Outside of Class

I want to be available and to support you in this class, and I try to make myself available reasonably during off hours. I am not usually on the SJSU campus on Tuesdays, Thursdays, and Fridays, but I can often make an appointment for a meeting during those days via Skype or phone. Skype works very well, and we can share screens to help communicate. I will respond to email, but reasonably at my discretion and time, usually in the evenings after working hours. Do not expect an immediate reply to "an emergency email." Plan ahead. I am typically not available Saturday or Sunday, and I may not reply to a weekend email until the following Monday.

I typically do not link to students via social media. Do not be offended if you ask me to link with you via LinkedIn and I don't reply or link. There just isn't any way to not link aside from ignoring the LinkedIn request. This is "nothing personal." On average, I just don't make my professional network available to students.

Course Description

This course develops the student's ability to "improve her economic reasoning and expression." The course develops the student's clear business writing style skill,

structured critical thinking, thinking within the economics discipline, all while upholding high intellectual standards. The course teaches the Factor Analysis of Information Risk international risk analysis standard as a "mini" economic discipline that students then write correctly within.

Course Goals

This course supports the Economics Department's Communication Program Learning Objective. Students build skills in applying "economic reasoning about topics of practical interest to citizens, firms, governments, and other institutional and social groups, through spoken and written outlets."

Course Learning Outcomes (CLO)

Students who successfully complete this course have demonstrated that they:
- Understand and apply critical thinking techniques and analysis to economic problems
- Analyze problems from an economic discipline, upholding high intellectual standards
- Plan, organize, execute, and control a writing assignment
- Write concisely, using words efficiently and economically to convey ideas
- Write and edit for business audiences

Required Texts/Readings

Textbooks

Economical Writing, 2nd Edition, Waveland Press. 2000. by Deirdre McCloskey. ISBN 978-1-57766-063-7. Available at Amazon.com in a Kindle version or print version.

Style: Lessons in Clarity and Grace, 12th Edition, Pearson Press, 2016, by Joseph Williams and Joseph Bizup. With access to MyWritingLab 978-0-13-461502-8. The required access card license to MyWritingLab is bundled with the hardcopy book. You can order this book directly from Pearson Press at http://www.mypearsonstore.com/bookstore/style-new-mywritinglab-valupak-a-c-pkg-9780134615028

Learning to Think Things Through: A guide to critical thinking across the curriculum, 4th Edition, Pearson Press, 2012, by Gerald Nosich. ISBN 978-0-13-708514-9. You can order this book directly from Pearson Press at http://www.mypearsonstore.com/bookstore/learning-to-think-things-through-a-guide-to-critical-9780137085149. The text is available in print or as an e-book on subscription. Your choice.

O-RT Risk Taxonomy Standard, The Open Group. (Available as a no-charge download from https://www2.opengroup.org/ogsys/catalog/C13K). This standard is posted in Canvas as well.

O-RA Risk Analysis Standard, The Open Group. (Available as a no-charge download from https://www2.opengroup.org/ogsys/catalog/C13G). This standard is posted in Canvas as well.

Open FAIR Risk Analysis Process Guide, The Open Group. (Available as a no-charge download from https://publications.opengroup.org/g180). This guide is posted in Canvas as well.

Other Readings

Other readings as assigned will be posted to Canvas.

Other technology requirements / equipment / material

To succeed in this course, you will need access to a computer with internet access, MS Word, MS Powerpoint, and an internet browser.

Library Liaison

Christa Bailey, Christa.Bailey@sjsu.edu

Course Requirements and Assignments

Assignments

This class consists of exercises and take-home activities, which students need to develop skills. I expect students to attend class and participate, and I expect students to have completed assigned readings before class. I randomly call upon students to explain their interpretations of readings or other exercises. I will distribute the written paper grading criteria with each assignment.

Assignment Schedule (Subject to change with adequate notice)

Assignment / Activity	Points		Assigned	Due[1]
	Paper	Participation[2]		
Initial Writing Sample (summary of A. Scalia dissent in ACA decision) (500w)		50	8/21	9/4
MyWritingLab Modules 1-4		50	8/21	9/4
Short "Actions and characters"		50	8/21	9/16
Short "Introductions and Peer Review"	25	25	8/21	9/25
Midterm Exam (can be replaced by final)	200 / 0		10/16	
MyWritingLab Modules 5-8		50	8/21	10/16
Economic narrative and model (1000w, 500w)	150	25	8/21	10/23
Professional Association Meeting		10		TBD
Risk Analysis (2000w) (PR)	200	15+50	8/21	11/25
Powerpoint presentations		100	8/21	12/2-4
Optional Final replacement for midterm	0 / 200		12/17	
Total Points	1000			

[1]Some assignments have multiple deliverables due at different dates. Check Canvas for the intermediate deliverable due dates and requirements. The dates noted are for the assignment's final deliverable. Assignments due in Canvas will usually be due at 12:00 noon on a day we have class. Check Canvas, however, for the specific times. The date and time in Canvas are authoritative. Assignments due in class are due at the beginning of the associated class day.

[2]See the rubric and process in Canvass for out-of-class peer review of fellow student work. Peer review is part of your grade for participation, teamwork and contribution to others' success in the class. I'm evaluating peer reviews as an activity where you get credit by doing your best and keeping schedule commitments to enable your fellow students to be successful. Quality and timeliness matter!

Final Examination or Evaluation

The final exam is comprehensive and optional. It can replace the midterm exam at the student's discretion.

Grading Information

Determination of Grades

Grading will be as follows from a total point score of 1000.

970-1000	A+	870-899	B+	770-799	C+	670-699	D+	<600	F
940-969	A	840-869	B	740-769	C	640-669	D		
900-939	A-	800-839	B-	700-739	C-	600-639	D-		

You need to earn a C or better to complete the Area Z Requirement for graduation.

Assignments Weights for Grades

See the Assignments Schedule for assignment weightings (point values).

Work Standards

I expect all work in this class to be completed on time and to meet minimum mechanical (grammar, syntax, spelling, punctuation) standards I estimate as representative of a college graduate.

Late Assignment Policy

Late work requires the same effort as work delivered on time, and I view work turned in late as a bad habit I do not want to support students getting use to. I administer this class accordingly. I strictly enforce the following grade penalties for late work.

The class policies for late or missing assignments are the following:

Late writing assignments have the following deductions:
- 1 second to 1 day late: 10% of the assignment's points deduction
- 1 day+1 second to 3 days late: 20% of the assignment's points deduction
- More than 3 days late: no credit

Late participation assignments (for example peer review assignments) have the following deductions, which are more extreme than writing assignments. Your fellow students rely upon you to complete the reviews on short timelines. Missing a peer review deadline by even one day puts your fellow student at a significant disadvantage. Do not turn in late participation assignment work!

- 1 second to 1 day late: 25% of the peer review points deduction
- 1 day+1 second to 3 days late: 50% of the assignment's points deduction
- More than 3 days late: no credit

Plan to finish your work early – that way, if something comes up, you have time to react and to recover, while still completing your work on time. If you are delivering work to Canvas, Canvas's record of submittal and determination of "late" is what I rely upon. Canvas not functioning or being "slow" is not an excuse for late assignments. To avoid any kind of problem associated with Canvas's clock or availability, **turn your work in early.**

I do not allow make-up exams for the midterm. If you miss the midterm, you can replace it with the final exam.

The final exam can be made up only upon a verifiable emergency circumstance or other conflict per University policy. The make up date will be arranged as needed. See me as soon as you know you have a problem. To get make-up privileges, you must contact me with your verifiable information if known *before* the exam to reschedule. If the exception occurs on the day of the exam, you must inform me that day to make your case for a reschedule.

Extra Credit

I offer only very limited extra credit opportunities. Concentrate on doing good or excellent class work and do not rely upon extra credit to "bail you out."

Classroom Protocol

I expect students to arrive and be seated before class begins, with cell phones turned silent and out of sight. Students should put all electronic devices not required for classroom participation away. I expect students to conduct themselves in a way that respects the goals of the instructor and fellow students.

As turning in late work builds poor habits, so does coming to class late. I expect all students to arrive in class on time, cell phones silent, and prepared to contribute to the class. Lectures and class discussions are not substitutes for having read the text, and I expect students to have come to class prepared, having read assigned material before class.

I strictly enforce the University's plagiarism policy. Read it if you're not clear on it.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at http://www.sjsu.edu/gup/syllabusinfo/"

Economics 100W, Economic Reports Writing, Fall 2019
Course Schedule

This schedule is subject to change with adequate notice announced in class and through Canvas

Week	Date	Topics, Readings, Assignments, Deadlines
1	W 8/21	Syllabus, course overview and objective, review of basics, MyWritingLab, *McCloskey Economical Writing*
2	M 8/26 W 8/28	*Williams & Bizup, Lessons 1 – Understanding Style* *Williams & Bizup, Lesson 2 Correctness*
3	*M 9/2* W 9/4	*No class – Labor Day* *Williams & Bizup, Lesson 3 Actions*
4	M 9/9 W 9/11	*Williams & Bizup, Lesson 4 Characters* *Williams & Bizup, Lesson 5 Cohesion and Coherence*
5	M 9/16 W 9/18	*Williams & Bizup, Lesson 6 Emphasis* *Williams & Bizup, Lesson 7 Motivation*
6	M 9/23 W 9/25	Critical Thinking: Foundation for Effective Writing (*Nosich CH 1*) SMART purposes, questions, answers, managing a writing project, introduce class project topic. *Nosich CH 2: The Critical Thinking Wheel*
7	M 9/30 W 10/2	*Nosich CH 3*: Breaking down the wheel in the discipline of Economics *Storytelling in Economics* by Donald McCloskey Economic analysis – principles and questions, elements of positive analysis, relationship between models and storytelling. *Open FAIR Risk Analysis Process Guide* as an example of thinking within the economics discipline
8	M 10/7 W 10/9	*Open FAIR Risk Analysis Process Guide:* Defining and scoping loss scenarios, common pitfalls and errors Library Day – How to use a library / librarian; meet in Rm. 125 MLK Library.
9	M 10/14 W 10/16	*Open FAIR Risk Taxonomy* Model for analyzing risk Midterm (Covering Williams and Bizup CH 1-7, MWL, Nosich CH 1-3, FAIR)
10	M 10/21 W 10/23	*Open FAIR Risk Analysis* estimating the present state: calibrated estimation Return Midterms, *O-RA* and *Process Guide* – Modeling the effects of changes
11	M 10/28 W 10/30	*Open FAIR Risk Analysis Tool* presenting and interpreting results *Williams & Bizup, Lesson 8 Global Coherence*
12	M 11/4 W 11/6	*Williams & Bizup, Lesson 9 Concision* *Williams & Bizup, Lesson 10 Shape*
13	*M 11/11* W 11/13	*No Class – Veteran's Day* *Nosich CH 4 and Williams & Bizup, Lesson 12*: Intellectual Standards of reasoning
14	M 11/18 W 11/20	*Nosich CH 5* Deep Reading and Substantive Writing Powerpoint Presentations
15	M 11/25 *W 11/27*	Intellectual dishonesty, Fallacies (*The Art of Being Right* by Arthur Schopenhauer, *The Use of Knowledge in Society* by F.A. Hayek *No Class – Thanksgiving Day*
16	M 12/2 W 12/4	Student Powerpoint Presentations Student Powerpoint Presentations
17	M 12/9	Return major papers, *McCloskey Economical Writing*
Final Exam	Tu 12/17	Final Exam: 12:15pm-2:30pm

Econ 100W Strategies for Success: An Addendum to the Syllabus

As I've taught Econ 100W for some time now, I see patterns in student who succeed vs. those who struggle in the course. I offer this advice to you as good practices to succeed in the class. I think this advice is valuable to you because remember, you need a C, not a C-, in this class to pass the class and complete the Area Z University graduation requirement. Essentially, good planning, organizational, and execution habits separate those who succeed easily form those who struggle. Plan ahead, organize your projects into the steps you need to execute well. Don't take shortcuts, and start early. Here are some details.

- Come to class and come to class on time. I'm always surprised by how many students don't attend class regularly. Most of the time those students don't do well. Coming to class on time shows respect for the rest of the class. If you see you run late, leave earlier. Plan to arrive early to class, not late.

- Come to class prepared. Read the assigned reading before class and be prepared to engage with the material. There really isn't that much reading for this class, so the difference in work between being prepared to contribute and unprepared is not that big.

- Make your presence known in class. If by the end of the semester I don't know your name, you've not contributed to the class. In this class, you need to contribute to the success of others (through peer reviews, a team Powerpoint Presentation, and in-class work). Students who don't extend themselves and participate usually don't do very well.

- Start your assignments early and plan to finish them early. That way, if you run into trouble, you can adapt and recover. Starting early enough is a simple way to manage your risk of unforeseen adverse event. Trying to complete the assignment the day before it's due most of the time results in very poor grades. Most student struggles have their origins in poor planning and organization. Students who start an assignment too late and skip steps of good writing project management almost always turn in poor quality work, earning poor grades.

- Manage each assignment as a project that has four specific parts to the writing

  o Understand completely the assignment and question at issue you're answering in your paper. Complete appropriate, diligent research. Develop your answer to the question and reasons why that answer is reasonable.

  o After you have researched the assignment and completely thought about it, write your first draft. That draft will never be of sufficient quality to turn in for a good grade. The draft must have a clear thesis, an arguable point that the paper supports. I look for your thesis at the end of the introduction. If you don't know your thesis, you're not yet ready to write your draft. We will cover what a thesis is and what an introduction is in Chapter 7 of Style.

  o Wait overnight before revising or editing.

  o Edit the draft. The overnight wait releases you at least somewhat from the anchor that is your first draft so that you see the draft with fresher eyes. When you try

and revise a draft right after you've written it, you often read into the writing what you want it to mean, not what it actually says. You need time away from the draft to reduce how much you read into the writing that isn't there.

Ensure your paragraphs make concrete points that support the thesis, the main arguable point of your paper.

o Proofread for correctness. Correctness includes spelling, checking for wrong words, using articles and pronouns correctly, punctuation, grammar, and other language mechanics. Ensure all sentences are complete sentences, minimally with a subject and verb.

o Review your paper against the assignment before turning it in. Use the assignment as a checklist of requirements. If there's anything missing or if you haven't provided something required, then add that content to the assignment before turning it in.

- Check how your final paper looks visually. I always insist that final papers are both turned in electronically and in paper form because I want you to ensure the paper looks professional. Does it make sense? Are all the margins and paragraph spacing consistent? Are the fonts consistent and do they make sense? Are pages numbered? Is there a title on the first page of the text?

- I almost always require that you put the grading rubric as the first page of your turned in hard copy. Make sure you do that. I use that rubric as a primary means of giving you feedback on the assignment.

- Finally, review again what you turned in and check to see that it meets every part of the assignment. If it doesn't you're not finished.

Paper length:

For most assignments I will specify a word count, and you must within that word count +/- 10 percent.

Paper format:

Unless the assignment specifies otherwise, use APA format for this class. Find and acquire an APA MS Word document template to help you.

File format:

I only accept MS Word documents for electronic paper submittals (.doc or .docx). Do not use Pages, Open Office, Google Docs, etc. Use MS Word. If you do not turn in an acceptably formatted document, I will not try to open and read it. Canvas lets me read and comment on MS Word documents, nothing else, so I insist upon this rule.

Late Delivery Penalty:

Unless otherwise noted in the assignment, I deduct 10 percent of the total assignment's points for any assignment delivered between 1 second and 1 day late and 20 percent of the total assignment's points for any assignment delivered between 1 day and one second and three days late. Ten percent is one full letter grade on the assignment. That means, an "A" paper one day late can receive NO BETTER than a B+ and if delivered two to three days late can receive a grade NO BETTER than a C+. Many students get poor grades in this class because they've consistently turned in late assignments.

The late penalty will be increased for peer reviews. Those must be completed on time because any delay in feedback to your student author diminishes his / her ability to complete the assignment. Do not be late in delivering drafts for review to a peer reviewer or late in completing a peer review.

I do not accept excuses as substitutes for performance in this class, and I do not give "incompletes." That means you must manage your personal life, outside commitments, and other personal risks to deliver your assignments on time that meet requirements to succeed in the class. If unanticipated and unexpected life events overtake you, consider dropping the course. If you need to drop, make sure you comply with University policy before petitioning to drop the course. I will only sign off on complete petitions that appear to meet University policy on late drops.

Finally

Students tell me this class is "hard," but usually they also say that the class is very doable if students are just willing to do the work, plan ahead, and not let themselves get behind. There are "easy" points and "hard" points to get in this course. Don't let yourself squander the easy points. MyWriting lab, the short assignments early in the course, and peer reviews I would classify as "easy" points that you can get just by preparing and doing the work. Longer written assignments, the midterm, and final exam I have found to be the "harder" points to get.

A big part if this class is the economic discipline of risk analysis and the cost-benefit analysis that comes with it, which I think is a life skill as well as a professional skill that can lead to a good initial career locally or nationally. If you're not interested in developing this skill, by all means, feel free to exercise your autonomy and choose another 100W course to fulfill your graduation requirement. You do not need to take Econ 100W to complete your economics degree. If you stay, however, commit to succeeding in this class! Understand this syllabus and what you're committing to for the next semester.

I've tried to be as open and transparent as possible with the expectations for the course, its content and focus, and estimated commitment needed to succeed. The rest has to be up to you. I honor whatever choice you make to stay or find a better alternative that suits your needs, and I am committed to giving all students who stays the grade they have earned through their class performance.