I. Writing Plan Cover Page

Please fill in the gray areas on this form.

Date


---

WEC Unit Name

Applied Economics

Food Agr & Nat Res Sci

Department

College

Metin Çakır

Assistant Professor

WEC Faculty Liaison (print name)

mcakir@umn.edu

Title

Email

Phone

Writing Plan ratified by Faculty

Note: This section needs to be completed regardless of Writing Plan edition.

Date: 07/08/2016

If Vote: 17 / 17

# yes / # total

Process by which Writing Plan was ratified within unit (vote, consensus, other- please explain):
II. **Unit Profile:** Applied Economics  
*Please fill in the gray areas on this form.*

**Number of Tenured and Tenure-Track Faculty:**

<table>
<thead>
<tr>
<th>Role</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors</td>
<td>20</td>
</tr>
<tr>
<td>Associate Professors</td>
<td>10</td>
</tr>
<tr>
<td>Assistant Professors</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>34</td>
</tr>
</tbody>
</table>

**Comments about Faculty/Instructors**

**Major(s)**  
*Please list each major your Unit offers:*

<table>
<thead>
<tr>
<th>Major</th>
<th>Total # students enrolled in major as of Sem/Year</th>
<th>Total # students graduating with major AY 0#-##</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Economics</td>
<td>165/Spring 2016</td>
<td>62 AY 15/16</td>
</tr>
<tr>
<td>Agricultural &amp; Food Bus Mgmt</td>
<td>132/Spring 2016</td>
<td>36 AY 15/16</td>
</tr>
</tbody>
</table>

**WEC Implementation Process**

<table>
<thead>
<tr>
<th>Semester/Year-Semester/Year</th>
<th># participated</th>
<th># invited</th>
</tr>
</thead>
</table>
III. **Signature Page**

*Signatures needed regardless of Writing Plan edition. Please fill in the gray areas on this form.*

If this page is submitted as a hard copy, and electronic signatures were obtained, please include a print out of the electronic signature chain here.

<table>
<thead>
<tr>
<th>WEC Faculty Liaison</th>
<th>Assistant Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metin Çakır</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>WEC Faculty Liaison (print name)</td>
<td>Title</td>
</tr>
<tr>
<td></td>
<td>07/08/2016</td>
</tr>
<tr>
<td>Signature</td>
<td>Date</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Department Head/Chair</th>
<th>Professor &amp; Head of Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frances Homans</td>
<td>Professor &amp; Head of Department</td>
</tr>
<tr>
<td>Print Name</td>
<td>Title</td>
</tr>
<tr>
<td></td>
<td>7/8/16</td>
</tr>
<tr>
<td>Signature</td>
<td>Date</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Associate Dean</th>
<th>Associate Dean, CFANS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michael E. White</td>
<td>Associate Dean, CFANS</td>
</tr>
<tr>
<td>Print Name</td>
<td>Title</td>
</tr>
<tr>
<td></td>
<td>July 8, 2016</td>
</tr>
<tr>
<td>Signature</td>
<td>Date</td>
</tr>
</tbody>
</table>

*Signature in lieu of Mike White*
IV. Writing Plan Narrative, 2nd Edition

Please retain section headers and prompts in your plan.

Introductory Summary:
Briefly describe the reason(s) this unit (department, school, college) become involved in the WEC project, the key findings that resulted from the process of developing this plan, and the implementation activities that are proposed in this Writing Plan, with particular attention to the following questions: what is new in this 2nd edition of the Writing Plan? What, if any, key changes have been made to the 1st edition? What key implementation activities are proposed in this edition of the Writing Plan? (1 page maximum)

The Department of Applied Economics in CFANS offers two undergraduate majors: Applied Economics and Agricultural and Food Business Management. With two customizable undergraduate majors, the programs balance lower-division course work in the liberal arts with upper-division training in economic theory and the functional areas of business management. Students in both majors must develop strong critical thinking skills and data analysis proficiency, as well as the ability to communicate effectively with diverse governmental, business, and private sector audiences.

Incorporating writing as a critical aspect of our undergraduate curriculum has been an important aspect of our commitment to our students: we want to ensure that our students graduate as effective communicators. Ideas about how to infuse writing in our individual courses have spurred a collective effort by our faculty to consider both the role of writing in the field and the ways writing can help students master economic concepts.

A central component of the first implementation plan was to address writing in three core 3000 level courses in the major. While not all students take all three courses, students must take two of the three. Department faculty have worked with their TAs and WEC teaching consultant Dan Emery to incorporate writing into existing assignments and to design more effective rubrics for assessing student writing. Preliminary efforts have emphasized including written responses and writing activities in the context of learning economic theory and econometrics, and we hope to continue this effort by incorporating activities where students explain their decision-making processes and reflect on their choices and findings.

A key finding from the WEC survey of instructors, TAs, and undergraduate majors is that all faculty members surveyed consider writing to be either very or extremely important to the discipline. Many of the writing abilities identified by faculty in WEC meetings are common to many disciplines (e.g., writing clearly and concisely, displaying critical thinking). Some of the identified writing abilities, such as the ability to display and explain quantitative information and quantitative analysis, are more pertinent to our particular majors. As part of our implementation, we conducted two workshops: one for teaching assistants about commenting and grading on student writing and a second for faculty on writing with quantitative information. Attendance at both events was very good. Ideas for follow-up activities emerged in each of these meetings and are described below.

We divided our WEC research assistants (RA) between Fall and Spring semesters. Our WEC RA in the Fall of 2015 worked with two professors in their courses (ApEc 3002 and ApEc 3007) to develop grading rubrics for the bi-weekly exams and weekly assignments. These rubrics were designed to help students become more familiar with the expectations for their writing. The weekly writing assignments in ApEc 3002 were designed to train students to present economic analysis in a more formal business writing style. Thus, the primary role of the RA was to conduct research on appropriate scoring rubrics samples that would be applicable for both courses. These resources were made available to other faculty members who were interested in developing course writing rubrics.
At our monthly faculty meeting in February 2016, the WEC RA presented the grading rubrics he developed in the undergraduate courses as well as his research findings on the undergraduate student paper contests. He also made suggestions on how we could implement student paper contests as part of our WEC plan. The WEC RA for the spring 2016 semester was assigned to our capstone course (ApEc 4821W) for the Agricultural and Food Business Management (AFBM) major. He has assisted the professor in three primary areas. His first task was to locate resources for instructors of writing intensive courses. These resources help in designing better free response questions and improve the quality of the feedback to students. His second responsibility was to develop detailed grading rubrics for the final written assignment in APEC 4821W. These rubrics have clear expectations, weights, and scores associated with different levels of performance in each aspect of the writing assignment. His third assignment was to identify key strengths and common factors of term papers and theses that won recognition in past regional economics association conferences such as the Minnesota Economics Association (MEA) student paper contests. The goal was to produce a document summarizing all of his findings. This document should help to prepare our undergraduate students to successfully compete in these student paper contests.

As we continue to expand the implementation of WEC in our undergraduate curriculum in the next couple of years, we plan to hire research assistants to assist our faculty. The RAs will continue to provide valuable assistance in helping our faculty to identify and locate important teaching resources. These resources will help faculty develop appropriate writing assignments and grading rubrics. Instructional materials will include student writing exemplars and resources for presenting quantitative data. Additionally, one of our goals is to prepare our students for both regional and national student paper contests. The RAs will host workshops for our undergraduate students to prepare them for these contests. Additionally, they will host workshops for graduate teaching assistants who are assigned to courses in which the WEC plan is being implemented to familiarize them with the process and provide them with valuable resources and tools to be more effective in teaching undergraduate students. Section 5 provides details.

**Section 1: DISCIPLINE-SPECIFIC WRITING CHARACTERISTICS**

What characterizes academic and professional communication in this discipline?

☑️ There have not been substantial revisions to this section of the Writing Plan.

☐ There have been substantial revisions to this section of the Writing Plan. (Discuss these explicitly.)

Among the most significant abilities we hope students will display upon graduation is writing clearly and concisely. Our discipline has its own language and terminology, and it is important to use appropriate terminology when explaining a problem or phenomenon. Broadly considered, our goal is to promote students’ abilities to use the tools of economic analysis in clear, effective, and appropriate ways to guide the decision-making processes of industry, regulators, governments and NGOs.

When data or quantitative information is used, it must be accurately derived and appropriately interpreted according to the principles of economic theory and analysis. Students should be proficient in communicating insights from economic data in both prose contexts and with tables, charts, and figures. Students should address a focal question or problem with relevant information that pertains to the particular case. Writers should consider multiple possible positions and make determinations based on the best available evidence.

Finally, students’ written communication must be effective in addressing a target audience. Possible audiences include government officials, policy-makers, industry participants, academics, consumers, farmers, politicians, and the general public. Students should be able to make their communication relevant to the particular audience of their written work. The presentation must be organized in a logical manner, should provide the motivation behind the research/inquiry, and must provide content.
Our list, developed by consensus with the assistance of WEC staff, is below. We prize accuracy, clarity, and an analytical approach.

**Accurate**
- About quantitative information—word choice, number choice; correctly interpreting and creating data/figures
- Correct application of economic concepts/theory
- Correctly cited

**Analytical:**
- Uses economic concepts and theory to understand situations, issues, and outcomes from multiple perspectives
- Makes evidence-based recommendations and shows effective professional judgment
- Provides thorough description of a process, outcomes, results, impacts (winners/losers)

**Clear and concise**
- Precise use of terminology, no excess jargon, not overly-technical
- Brief, not overly wordy and no extraneous information or redundancy

**Coherent and cohesive**
- Logical, intuitive, organization- meets the expectations of the audience
- Readable: presents an easy to follow logic or story
- Takes the reader through the writer’s thought process: reader can figure out how you got what you got (they can go with you, can follow the story)
- Addresses a focal question or problem with relevant information, i.e., information that applies to given context and situation

**Persuasive**
- Supports claims and recommendations with the best available evidence
- Considers multiple perspectives and addresses potential counterarguments

**Effective in its ability to address target audiences**
- Government officials, policymakers, industry participants, academics, consumers, farmers, public, business in general, spouses, politicians, media, clients in general

**Ethical**
- Honest – not stretching to reach conclusions

---

**Section 2: DESIRED WRITING ABILITIES**
With which writing abilities should students in this unit’s major(s) graduate?

☑ There have not been substantial revisions to this section of the Writing Plan.
☐ There have been substantial revisions to this section of the Writing Plan. (Discuss these explicitly.)
Upon graduation, students should be able to write accurately and concisely using quantitative information and using field-specific terminology. They must also be able to analyze and interpret both quantitative and graphical data using economic concepts and theory. An important aspect of this is the ability to use an economic model to explain/analyze a problem and demonstrate an understanding of the context of the problem. For example, they should be able to describe the method of analysis, how they gathered information, and how they obtained the results. In this process, they must be able to organize their material logically and present their point[s] of view. They must be aware of the target audience and should be able to carry the reader through their thought process.

Our list of writing abilities was generated in a series of meetings with WEC staff and is presented below.

1. **Present and discuss quantitative information clearly and accurately**
   1.1 Use field-specific terminology
   1.2 Interpret quantitative/graphical data (demonstrate quantitative literacy)
   1.3 Present data objectively (vs. subjectively)
   1.4 Make appropriate choices about which data is represented in informative figures (not dropping figures in from source information)
   1.5 Make appropriate choices about the graphical presentation (type of chart, amount of annotation, etc.)
   1.6 Prepare effective presentations

2. **Apply economic concepts/business principles in analysis of problem**
   2.1 Demonstrate an understanding of the context or environment of a problem or process
   2.2 Describe and evaluate assumptions and logic
   2.3 Describe the processes or mechanism that will lead/did lead to a result
   2.4 Describe the method of analysis, information gathered, the results obtained
   2.5 Use economic concepts and theory to understand situations, issues, and outcomes
   2.6 Construct thesis and counter-thesis in economic terms
   2.7 Recognize and describe patterns, likeness, groupings, similarities, differences; interpret and explain others’ work
   2.8 Describe a financial decision, use a model to analyze it, determine which inputs are required and know how to analyze the results
   2.9 Predict and explain outcomes and impacts, benefits & costs, winners and losers

3. **Organize material logically**
   3.1 Present a clear introductory statement or paragraph
   3.2 Identify and prioritize key issues, steps, and concepts such that readers know where they are going at all times
   3.3 Highlight key findings, show how they were calculated or derived, and explain any variation or limits

4. **Communicate clearly and concisely**
   4.1 Highlight key findings as the focal point of communication
   4.2 Address a target audience using the right technical level, and apt levels of jargon
   4.3 Avoid repetition and wordiness; choose appropriate words
   4.4 Write with concise and grammatically correct sentences
5. Write persuasively
   5.1 Make a reasoned argument and evidence that argument using key literature/background/data for support
   5.2 Summarize relevant information concisely; capture the essence of a situation or debate
   5.3 Synthesize information from multiple sources to extend it into new contexts which results in new understanding
   5.4 Address multiple sides, perspectives
   5.5 Find their own voices and convey individual perspectives and points of view in a logical and convincing manner

6. Engage in constructive writing process
   6.1 Give and receive feedback about writing
   6.2 Constructively analyze and revise one’s own writing

Section 3: INTEGRATION OF WRITING INTO UNIT’S UNDERGRADUATE CURRICULUM
How is writing instruction currently positioned in this unit’s undergraduate curriculum (or curricula)? What, if any, course sequencing issues impede an intentional integration of relevant, developmentally appropriate writing instruction?

- There have not been substantial revisions to this section of the Writing Plan.
- There have been substantial revisions to this section of the Writing Plan. (Discuss these explicitly.)

We have included additional meaningful assignments in courses such as 3002 and 3007, and added changes to the capstone course 4821W to achieve the desired writing abilities. Working with our RA’s, each class incorporated both short writing assignments along with homework activities and asked students to address measurement questions in the context of concrete cases. While these changes may appear small, the courses selected are heavily quantitative, and experiences with writing about quantitative data are crucial for our students.

For example, the term project requirement of the 4821W course has been substantially revised. The project is now comprised of five components that are asked to be completed sequentially throughout the semester. The components are: a project proposal, a work plan, the first draft of the written report, the final version of the report that addresses all the feedback and comments made on the first draft, and an in-class Powerpoint presentation of the project.

In the process students are exposed to several iterations of writing, which was the main motivation for the added changes. Students receive feedback and comments on their project proposal and work plan early in the semester. Working in groups, students are asked to conduct peer review of their writing as they put together the first draft. Once first draft is submitted, students receive detailed feedback and comments (as per the grading rubric). Finally, students are given the opportunity to rewrite their draft and submit a final version.

Furthermore, more structure is added to the project by providing students with a sample outline for their written reports and a grading rubric. The sample outline lists the main sections that each report should include. Each of the sections is targeted to improve different writing abilities. The grading rubric lists the section-by-section criteria and weights for the assessment of the students’ writing.
**Section 4: ASSESSMENT OF STUDENT WRITING**

What concerns, if any, have unit faculty and undergraduate students voiced about grading practices?

Please include a menu of criteria extrapolated from the list of Desired Writing Abilities provided in Section II of this plan. (This menu can be offered to faculty/instructors for selective adaptation and will function as a starting point in the WEC Project’s longitudinal rating process.).

- ✔ There have not been substantial revisions to this section of the Writing Plan.
- ☐ There have been substantial revisions to this section of the Writing Plan. (Discuss these explicitly.)

Assessment of student writing will be based on the following ten criteria:

1. Articulates a debatable position that can be supported by evidence.
2. Supports a central argument with relevant literature, contrasting positions and data.
3. Consistently addresses a target audience with appropriate style and terminology.
4. Organizes material logically and explicitly highlights key findings such that the readers know what is important and where they are going at all times.
5. Presents summary of data in ways that are standard in economics (e.g., means, standard deviations, histograms), with captions and citations.
6. Demonstrates an accurate understanding of relevant economic concepts.
7. Applies economics concepts/business principles in appropriate context or environment.
8. Provides justifications for measures, calculations, and applications.
9. Describes patterns, likenesses, groupings, similarities and differences to interpret and explain others’ work.
10. Identifies both significant results and important variables.

These criteria are being integrated via assignments and term projects. The term project of APEC 4821W, described in the previous section, is a good example of how these criteria are being integrated in writing. For example, to achieve criteria (4) students are given a sample outline that could be used as a template for organizing sections and subsections of their report. Furthermore, the importance of highlighting key findings is explicitly embedded the grading rubric. For example, the grading criteria for the introduction section are listed as: i) clearly states the objective, ii) explains why the study is interesting and worth reading, iii) concisely highlights all important ideas and findings.

Similarly, the project is also designed to achieve the quantitative writing abilities described in criteria (5) and (8). First, students are provided with a handout that describes goals and learning outcomes of the project, as well as the expectations from students. The handout clearly states the main types of the quantitative analyses that the students are required to perform. Students are also provided with a number of sources of data that are potentially useful for their study. Furthermore, the sample outline given to the students explicitly includes two sections on quantitative analysis. Both criteria (5) and (8) are listed in the grading rubric for each of those sections.

Giving the students the opportunity to revise and resubmit their report further reinforces the achievement of these writing abilities.

**Section 5: SUMMARY OF IMPLEMENTATION PLANS, including REQUESTED SUPPORT and RELATION TO PREVIOUS IMPLEMENTATION ACTIVITIES**
What does the unit plan to implement during the period covered by this plan? What forms of instructional support does this unit request to help implement proposed changes? What are the expected outcomes of named support?

We have two new courses in the works for next year. Professor Pamela Smith, the instructor for the class that received support from the WEC RA in the fall (ApEc 3007), is planning to teach a class in which the goal is to write a research paper in the area of international economics. The course is a special topics class entitled "Writing about Global Trade and Policy." She plans to walk students through the process of writing a paper, and she intends to use rubrics adapted from the one developed for the course she taught last year with the help of the WEC RA (ApEc 3007). This is an opportunity for focused instruction on writing in economics. We consider it a pilot and will think about expanding that opportunity for students in the future.

A second development is that the orientation class for the two majors will be taught by Frances Homans, the head of the department. She is requiring Jane E. Miller’s book entitled The Chicago Guide to Multivariate Analysis. This book was recommended by Dan Emery, and Frances plans to use the orientation class to help introduce the WEC program to new students and to start providing instruction and insight into presenting and writing about quantitative information. She has invited Dan to co-teach in her class and is in the process of developing writing assignments to help students start to develop competence in writing in and about our discipline.

How do the implementation plans of the 2nd edition Writing Plan relate to implementation activities from the 1st edition Writing Plan? What has been successful? What was not successful? How do implementation plans build on what was learned from the first year of implementation?

In the first edition of our writing plan, we identified courses in our curriculum in which we were going to implement the WEC plan. Prior to this, we had identified the desired writing abilities for ApEc and AFBM majors and developed grading criteria that would be used to assess those abilities. We then commenced our process of articulation of these writing abilities in a designated set of courses in our undergraduate curriculum. We used the funds provided for our first edition of our plan to hire two graduate research assistants, each at 1/4 time, to develop instructional resources and competencies for our program.

One of the goals in implementing the WEC plan is for our undergraduate students to develop the writing proficiency that would enable them to participate in writing competitions and be successful. The WEC RA was asked to collect samples of student papers that won the Minnesota Economics Association competition as part of helping us to better prepare our students to become better writers and more effective communicators.

At our monthly faculty meeting in February 2016, the WEC RA presented the grading rubrics he developed in the undergraduate courses as well as his research findings on the undergraduate student paper contests. He also made suggestions on how we could implement student paper contests as part of our WEC plan.

Dan Emery, from the Center for Writing, conducted a workshop for the graduate teaching assistants and provided them with valuable information about grading writing. Dan met individually with the professors who are teaching the courses in which we are implementing the WEC plan to give them ideas on how to successfully implement WEC in their courses. Additionally, Dan also led a workshop hosted by the department using some of the funds provided for our first year implementation to discuss the WEC initiative and brainstorm on how to teach students to be more effective in communicating quantitative information. This was a very helpful exercise because it really fostered an exchange of ideas and gave the faculty an opportunity to discuss some of the challenges they have encountered regards writing with quantitative information in their courses and better understand how to design a more effective
strategy for students. Even though in general the workshop for the faculty as a group was successful, in the future, a more instructional approach in the workshop would be useful by offering more constructive/concrete best practices in writing/communicating with quantitative information.

We hope to build on our existing structure and host more workshops for graduate teaching assistants and faculty and continue to improve our implementation process as well as expand the WEC program in our undergraduate curriculum.

Section 6: PROCESS USED TO CREATE THIS WRITING PLAN
How, and to what degree, were stakeholders in this unit (faculty members, instructors, affiliates, teaching assistants, undergraduates, others) engaged in providing, revising, and approving the content of this Writing Plan?

Faculty members and Instructors actively participated in the faculty meetings and provided substantive input (including ideas) in the creation of the Writing Plan. We hosted two separate workshops, for faculty and teaching assistants and used the information from the discussions in both workshops to prepare this edition of the writing plan. Both workshops were well attended and yielded robust conversations.

Section 7: CONNECTION TO STUDENT LEARNING OUTCOMES
Briefly describe how the ideas contained in this Undergraduate Writing Plan address the University's Student Learning Outcomes (http://www.slo.umn.edu).

1. Can identify, define, and solve problems
2. Can locate and critically evaluate information
3. Have mastered a body of knowledge and a mode of inquiry
4. Understand diverse philosophies and cultures within and across societies
5. Can communicate effectively
6. Understand the role of creativity, innovation, discovery, and expression across disciplines
7. Have acquired skills for effective citizenship and life-long learning.

We are currently implementing our writing curriculum in the following courses in the first year; ApEc 3001: Applied Microeconomics: consumers, Producers, and Markets; ApEc 3002; Applied Microeconomics: Managerial Economics; and ApEc 3003: Applied Econometrics. All students in both majors (ApEc and AFBM) are required to take ApEc 3001 and must take either ApEc 3002 or ApEc 3003.

In ApEc 3001 students are assessed based on written exams in essay format, that consist of short answer definition type questions. They also include analytical and problem solving. This requires students to identify, define, and solve problems, and communicate effectively. Additionally, students are required to present their thoughts in a logical and concise manner.

In ApEc 3002, students are assessed on the basis of weekly assignments in business memo formats. The assignments were designed to train students to present economic analysis in a formal business writing style. This requires students to identify, define, and solve problems. Additionally, because this course builds on basic microeconomic theory, ApEc 1101 and ApEc 3001, which all the students would have already taken, they are challenged to better understand how concepts and relationships discussed from a theoretical perspective are reflected in data observed in the real world, thereby requiring them to have mastered a body of knowledge and mode of inquiry.
ApEc 3003 exposes students to statistical methods used in economics specifically, the concepts behind the methods and understanding them by using them. Students will be taught how to gather relevant data to examine economic issues, the statistical methodology employed to analyze the data, and more importantly interpreting the results of the statistical exercise. This will require students to not only be able to locate and critically evaluate information, but also be able to communicate their results effectively. Additionally, students will be able to develop skills to conduct research (such as independent research, senior thesis, and honors research) using basic econometric studies. The skills developed in this course will contribute effective citizenship and lifelong learning.
V. **WEC Research Assistant (RA) Request Form**

*This form is required if RA funding is requested. If no RA funding is requested please check the box below.*

☐ No RA Funding Requested

RAs assist faculty liaisons in the WEC Writing Plan implementation process. The specific duties of the RA are determined in coordination with the unit liaison and the WEC consultant, but should generally meet the following criteria: they are manageable in the time allotted, they are sufficient to their funding, and they have concrete goals and expectations (see below).

RA funding requests are made by appointment percent time (e.g., 25% FTE, 10% FTE, etc.). Appointment times can be split between two or more RAs when applicable (e.g., two 12.5% appointments for a total of 25% FTE request). Total funds (including fringe benefits when applicable) need to be calculated in advance by the liaison, usually in coordination with administrative personnel.

Please note that, outside of duties determined by the liaison, WEC RAs may be required to participate in specific WEC activities, such as meetings, Moodle discussion boards, and surveys.

**RA Name (Use TBD for vacancies):** TBD

**RA Contact Information:** email _____, phone _____

**Period of appointment (Semester/Year to Semester/Year):**

RA appointment percent time: 12.5

Define in detail the tasks that the RA will be completing within the funding period:

The WEC research assistant (RA) will be responsible for developing instructional resources. This will include developing appropriate handouts on writing abilities and developing appropriate grading rubrics. They will also spend time talking with students about their writing experiences and continue to map our curriculum to determine places in which writing instruction is currently being delivered. Additionally, they will play an integral role in organizing and hosting workshops (on the grading of writing) for our graduate teaching assistants, especially those who are not fluent in English. The RA will also be required to collaborate with faculty/instructors that are teaching courses in which WEC is being implemented as well as the WEC liaison on a consistent basis to discuss the planning and implementation process.

One of our objectives for the AY 2016-2017 is to examine the sequencing of the writing instruction in the curriculum and identify the areas for improvement that would facilitate the achievement of the desired writing abilities. To this end, the WEC RA will work with the faculty to collect writing assignment samples and grading rubrics from the courses that deliver writing instruction as an integral part of the course. In the process, the RA will also help to document the information. At the end of the term, the information will be synthesized and shared with the faculty for discussion.
Define deadlines as applicable (please note that all deadlines must be completed within the funding period):

The appointment will begin in Fall 2016. We will establish goals for successful completion at this time and have a mid-semester review in October 2016 and a mid-review at the end of the Fall semester. In Spring 2017, we will again establish goals for the Spring Semester and in March, we will establish goals for the remainder of the semester as well as the project.

Describe how frequently the RA will check in with the liaison:
The WEC RA will be required to meet with the Liaison on a weekly basis

Describe in detail the RA’s check-in process (e.g., via email, phone, in-person, etc.):
The check-in process will be via email or in-person.

\[1\] An example for determining funding for appointments can be found on the WEC Liaison Moodle. This is for planning and example purposes only and cannot be used to determine final budget items for the Writing Plan.
VI. WEC Writing Plan Requests

Unit Name: Applied Economics

Financial Requests *(requests cannot include faculty salary support)* drop-down choices will appear when cell next to "semester" is selected

Total Financial Request: $17,802.00

<table>
<thead>
<tr>
<th>Item</th>
<th>Semester 1: Fall 2016</th>
<th>Semester 2: Spring 2017</th>
<th>Semester 3: Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Assistant Support</td>
<td>$8,301.00</td>
<td>$8,301.00</td>
<td></td>
</tr>
<tr>
<td>Catered Lunches</td>
<td>$300.00</td>
<td>$300.00</td>
<td>$300.00</td>
</tr>
</tbody>
</table>

Semester 1 Total: $8,601.00  Semester 2 Total: $8,601.00  Semester 3 Total: $300.00

Rationale for costs and their schedule of distribution

We plan to hire a 1/4 time Ph.D. level research assistant each semester. Catered lunches cost approximately $300.00 per offering, and we plan one per semester.

Service Requests drop-down choices will appear when a cell in the "service" column is selected

<table>
<thead>
<tr>
<th>Service</th>
<th>Semester 1: Fall 2016</th>
<th>Semester 2: Spring 2017</th>
<th>Semester 3: Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshop</td>
<td>3</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Consultation</td>
<td>5</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>In-class visit</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

Description and rationale for services

We plan to host two workshops per semester, each paired with a catered lunch. These workshops will be focused on a specific topic (e.g., displaying...
We plan to host two workshops per semester, each paired with a catered lunch. These workshops will be focused on specific topics (e.g., displaying quantitative information, appropriate grading rubrics, the challenges of non-native English speakers, etc.). Individual consultations with faculty in the department are intended to focus on writing assignments, refinements of writing abilities, and development of assessment rubrics. As we expand WEC in our undergraduate curriculum (ApEc and AFBM), we will conduct in-class visits to help students understand how WEC is being implemented in the curricula.
<table>
<thead>
<tr>
<th>Semester 4:</th>
<th>Spring 2018</th>
<th>Semester 5:</th>
<th>Semester 6:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Item</strong></td>
<td><strong>Cost</strong></td>
<td><strong>Item</strong></td>
<td><strong>Cost</strong></td>
</tr>
<tr>
<td>Catered Lunches</td>
<td>$300.00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Semester 4 Total: | $300.00 | Semester 5 Total: | $0.00 | Semester 6 Total: | $0.00 |

<table>
<thead>
<tr>
<th>Semester 4:</th>
<th>Spring 2018</th>
<th>Semester 5:</th>
<th>Semester 6:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Service</strong></td>
<td><strong>Qty</strong></td>
<td><strong>Service</strong></td>
<td><strong>Qty</strong></td>
</tr>
<tr>
<td>Workshop</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consultation</td>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Semester 4 Total: | $300.00 | Semester 5 Total: | $0.00 | Semester 6 Total: | $0.00 |
August 10, 2016

To: Metin Cakir, Applied Economics
From: Robert McMaster, Office of Undergraduate Education
Subject: Decision regarding WEC funding proposal

The Department of Applied Economics recently requested the following funding to support its Writing Enriched Curriculum:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Activity</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2016</td>
<td>Research Assistant</td>
<td>$8,301.00</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>Catered lunches</td>
<td>$900.00</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>Research Assistant</td>
<td>$8,301.00</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>Catered lunches</td>
<td>$900.00</td>
</tr>
</tbody>
</table>

**Total request** $18,402.00

**Total approved allocation** $17,802.00

All items above have been approved by the Office of Undergraduate Education with the exception of $300 each semester for catered lunches (an allocation of $600 per semester allows for two lunches each semester funded at $300 each). The total approved allocation is $17,802.00.

Within 30 days of the receipt of this letter, please provide Pat Ferrian (ferri004@umn.edu) with the EFS account string in your department that will receive these funds. Pat will transfer $17,802.00 during FY17.

If after one year you wish to request additional funding, the Campus Writing Board and Office of Undergraduate Education would be amenable to reviewing a proposal that includes rationale for any funding requests and assessment data from the 2015-16 activities. Such a proposal could be submitted directly to the Campus Writing Board Executive Committee (consisting of CWB, WEC, and OUE representatives) by way of Rachel Rodrigue (webe0354@umn.edu).

CC: Suzanne Bardouche, Molly Bendzick, Matt Culbert, Dan Emery, Pat Ferrian, Pamela Flash, Sarah Hobbie, Matt Luskey, Rachel Rodrigue, Leslie Schiff, Michael White