

Distinguishing features of an effective mandatory writing course in Economics

The Department of Economics introduced a mandatory writing course called Basic writing in Economics I. The goal of this research is finding ways to maximize the efficacy of this course.

Strategies utilized: Learning writing to communicate approach, acquiring discipline-specific writing skills, nesting and sequencing long research essays, and providing formative feedback.

Writing is a process, sometimes also called a recursive process, of prewriting, drafting, revising, and editing.

Sequencing: Assigning smaller tasks that build towards the final paper (WAC Clearinghouse, April 2016). Five checkpoints
 Students submit their thesis statement and essay outline.
 Students submit body paragraphs with the thesis.
 Students submit introduction and conclusion.
 Students submit the final draft of the research essay.

Formative feedback can be provided both by peers and teachers.
 Peer-feedback: Students provide feedback to their peers on each checkpoint.
 Teacher's feedback was provided in one-on-one conferences.

When in-class peer-editing was switched to online peer feedback system first by using eClass and then Kritik, the feedback quality improved tremendously.

How important to you are the following aspects of ECON109 class?

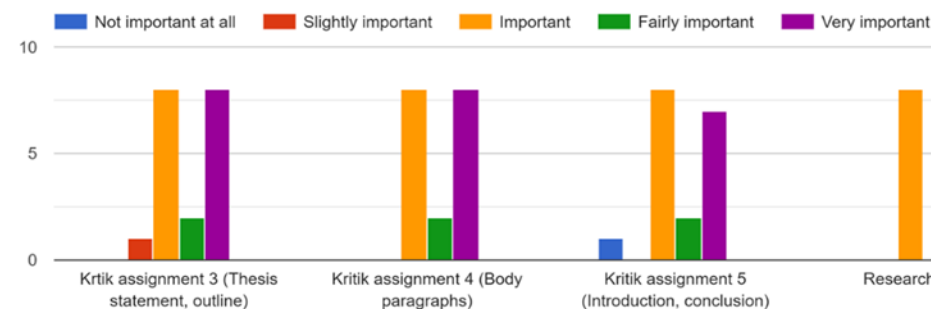


Figure: ECON109 Summer term