

ECON 211: Term Paper

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UNIVERSITY OF ALBERTA
WRITING ACROSS THE CURRICULUM



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Where your students can discuss their assignments, exchange ideas for writing the assignments, and obtain feedback on their drafts of the assignment.

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Upcoming Events



Check the [WAC Events Calendar](#) to see upcoming sessions. All are welcome to attend but we ask that you please register.

Judge, Jury, and Executioner: Grading Student Writing

Thursday, October 30, 2014 | Noon - 1 p.m. | Edmonton Clinic Health Academy (ECHA) 1-420

Grammar and Error in Student Writing: Causes and Effects

Thursday, November 13, 2014 | Noon - 1 p.m. | Edmonton Clinic Health

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Welcome to the Centre for Writers

The Centre for Writers will reopen on September 16, 2013. We will post more information in the coming hours soon. Please be advised that we will now require you to show your **One Card** before your appointment."

We offer free writing support to all students, instructors and staff at the University of Alberta – in any subject, discipline, program, or faculty, and at all levels of study. Tutors can assist you with any type of assignment or project, at any stage of the writing process.

To book, change, or cancel appointments, please click here.

Interested in becoming a tutor, click here.

Professors/Instructors: To request a classroom visit by a tutor, click here.

To find our location please click here.

The Centre for Writers invites YOU to weekly, **FREE WORKSHOPS on the English language!**



The Writing *Process*

Getting started

- Explore the assignment
- Make rough notes
- Pick a tentative topic



Drafting/revising

- Make an appointment at a writing centre; attend a group tutorial
- Get feedback on your draft/revise: work on higher order concerns: structure, argument, organization

Editing

- Work on style and lower order concerns
- Proofread, consult checklist for assignment



The topic of the term paper is to discuss:

- Why can China no longer continue to grow along the past track of relying on exports?
- What would be the new growth engines for China? And how fast would be the new normal growth for China?
- What are the economic, political and social reforms critical for China to maintain sustained strong economic growth in the future?



Genre: fact-based position paper
argumentative-analytic

Length: 4-5 pages (excluding title and references pages, tables and figures)

Abstract: Yes

Value: 30%

Draft Due: Nov. 26th

References: American Psychological Association (APA)

www.library.ualberta.ca/uploads/apa_qg_6th_edition_2013-06-20.pdf

www.owl.english.purdue.edu/owl/resource/560/01

Headings: ?



- You are expected to recapture what is covered in **class lectures**.
- You also need to expand the substance of your paper with **your own research**.
- You need to consult, at least, **three additional academic references, especially journal articles** and their equivalent.



You are expected to recapture what is covered in **class lectures**.

- Why can China no longer continue to grow along the past track of relying on exports?
 - Sept. 5 to October 24
- What would be the new growth engines for China? And how fast would be the new normal growth for China?
 - Oct. 20 – Nov. 24
- What are the economic, political and social reforms critical for China to maintain sustained strong economic growth in the future?
 - Oct. 20 – Nov. 24



Sources:

- Should **primarily** draw on current **peer-reviewed articles**
 - Journal articles, review articles, published monographs, edited volumes, textbooks, association manuals/guides, etc.
- Other sources?
 - Newspaper articles, op-eds, magazines, ~~unsubstantiated internet articles~~, etc.



“Individually research a topic and write and submit a paper”

What kind of paper are you being asked to write?

- Look at the verbs:
 - “Describe”
 - “Discuss”
 - “Do you agree or disagree”
 - “Justify your response”
 - “Do you think...why?”



Two aspects to this:

1. Research and **outline an issue**, and
2. **Take a position** based on your research

Approaches:

- **Summarize** issue: what are the relevant aspects?
- **Analyze** the topic/issue: what are the component parts?
- **Extrapolate** from your research: what effects could result from the issue? What are possible outcomes?
- **Synthesize** research: **persuade** audience of your position



The topic of the term paper is to discuss:

- Why can China no longer continue to grow along the past track of relying on exports?
 - What needs to be unpacked here? What questions do you need to answer before you can answer the question?
 - E.g., define “fast track”
 - Summarize history of capitalism with Chinese characteristics
 - What has arisen to block/reduce previous economic growth rates?
- What would be the new growth engines for China? And how fast would be the new normal growth for China?
- What are the economic, political and social reforms critical for China to maintain sustained strong economic growth in the future?



The topic of the term paper is to discuss:

- What would be the new growth engines for China? And how fast would be the new normal growth for China?
 - What is a “growth engine”?
 - What are some “new growth engines”? How many should you include? Why choose these ones rather than others?
 - What would “new normal growth” look like? Why? How would you determine it?
- What are the economic, political and social reforms critical for China to maintain sustained strong economic growth in the future?



The topic of the term paper is to discuss:

- What are the economic, political and social reforms critical for China to maintain sustained strong economic growth in the future?
 - What does “sustained strong economic growth” look like? Is there a model or models for this? Which will you follow?
 - Economic, political, social: need to address all three? How many for each? Remember to support/justify your choices.



Draw on topic description for your structure:

- Introduction: what is the issue, why is it significant? (China's economic history)
- Body: answers the three questions (three sections)
- Conclusion: review findings, suggest recommendations, extrapolate beyond research



Three potential issues to respond to:

- Why need for change
- New models
- Changes required to implement new models

(Briefly!) summarize your position in the introduction

- First person: “I argue that....” ?
- Or leave yourself out:

“China cannot continue its present economic growth because X,
and must pursue new models of Y by implementing wide-spread
changes of Z.”



Must have an **explicit** position statement that answers the research question.

Position must be: specific
 manageable
 interesting

Contains an **observation**, an **argument**, and (potentially) suggests some **implications**

Explicitly links your **position/claim** to your **sub-claims/reasons** and **evidence**.

“I argue X because of A, B, and C”



Order of thesis statement/paper

**Claim /
Solution**

Link (because)

**Reason /
Analysis**

Challenges / Problem

(How, So what, Why?)

Evidence

(Case studies, gov't reports, legal documents, literature reviews, etc.)

Order of tasks



Always have a **topic sentence** that explicitly indicates what the paragraph is about, and how it fits in your argument

Always have a **transition sentence** that connects each chunk of argument to the next:

- use transitional words/phrases
- link back to main claim or sub-claim

Transitions for concession and exception

| | | | | |
|---------------------------|-----------------|----------------------------|-----------------|------------|
| Admittedly | Granted | Nevertheless | Once in a while | Though |
| Although this may be true | However | Nonetheless | Perhaps | To be sure |
| Certainly | In spite of | Of course | Regardless | True |
| Despite | It is true that | Of course, it is true that | Sometimes | Yet |
| | Maybe | | Still | |

Transitions for cause and effect

| | | | | |
|----------------|-----------------|-----------------|-----------------|-----------------|
| Accordingly | Because | For this reason | The first | important cause |
| Another cause | Consequently | On account of | (second, third) | / effect |
| Another effect | For | Since | cause / effect | Therefore |
| As a result | For that reason | So | The most | |

Transitions for narration and process

| | | | | |
|---|--------------------|---------------------|--------------|-----------------------------|
| After | At first | third | Meanwhile | (second, third) |
| After a few hours (days, months, years) | At last | Firstly... | Nearly | step |
| After that | At the same time | secondly... thirdly | Never | The next step |
| Afterwards | Before | Formerly | Next | The last step |
| Almost | Before long | Frequently | Now | Then |
| Always | By this time | Immediately | Once | Thereafter |
| As | Earlier | In the first place | Previously | Two hours |
| As soon as | Eventually | In the meantime | Soon | (days, months, years) later |
| | Finally | Later | Subsequently | When/While |
| | First... second... | Later on | The first | |

Transitions for description

| | | | | |
|---------|-------------|---------|----------------------------------|---------------------|
| Above | Beyond | Inside | On one side... On the other side | The least important |
| Behind | In | Nearby | Outside | The most important |
| Below | In back of | Next to | Over | Under |
| Between | In front of | On | | |

Transitional chains

| | |
|---|--|
| Basically... similarly... as well | In the first place... pursuing this further... finally |
| First(ly)... second(ly)... third(ly)... | In the light of the... it is easy to see that |
| Generally... furthermore... finally | In this case... in another case |
| In the first place... also... lastly | To be sure... additionally... lastly |
| In the first place... just in the same way... finally | |

Transitions for conclusion or summarization

| | | | | |
|-----------------|---------------|------------------------|--------------|--------------|
| Accordingly | Finally | In final analysis | In summary | To summarize |
| As a result | Hence | In final consideration | Lastly | To sum up |
| As I have said | In brief | In general | On the whole | Therefore |
| As I have shown | In conclusion | In sum | Summing up | Thus |
| Consequently | Indeed | | To conclude | |

References

- Kirszner, L.G. & Mandell, S.R. (2006). *Writing first: Practice in context* (3rd ed.). Boston, MA: Bedford/St. Martin's.
- The OWL at Purdue (2007). *Transitional devices*. Retrieved November 1, 2007, from <http://owl.english.purdue.edu/owl/resource/574/02/>
- Transition words* (n.d.). Retrieved November 1, 2007, from <http://larae.net/write/transition.html>
- The Writing Centre at the University of Wisconsin – Madison (2006). *Using transitions*. Retrieved November 1, 2007, from www.wisc.edu/writing/Handbook/Transitions.html

Transitions for purpose

| | | |
|------------------|-------------|-------------|
| For this purpose | In order to | To that end |
| In order that | So that | To this end |

Transitions for argument or proof

| | | | | |
|---------------|--------------|------------------|----------------|--------------|
| Accordingly | Despite | In addition | Nevertheless | Therefore |
| Admittedly | Even so | In any case | Nonetheless | Thus |
| Although | Even though | In conclusion | Obviously | To be sure |
| At this level | Evidently | Indeed | Of course | Truly |
| Because | For | In fact | On the one | Whatever the |
| Besides | For the same | In light of this | hand... On | case may be |
| But | reason | evidence | the other hand | What's more |
| Certainly | Furthermore | In summary | Regardless | |
| Clearly, then | Granted | Meanwhile | Since | |
| Consequently | However | Moreover | That is | |

Transitions for exemplification, illustration, addition or clarification

| | | | | |
|--------------------|-------------------|------------------------|--------------------|-------------------|
| Additionally | For instance | More importantly | Specifically | The next part |
| Again | Further | Moreover | Such as | To add |
| Also | Furthermore | Most importantly | Take the case of | To clarify |
| And then | Generally | One characteristic... | That is to say | To demonstrate |
| As an illustration | speaking | Another characteristic | The final type | To explain |
| Besides | i.e., (that is) | One example... | The first | To illustrate |
| Besides that | In addition | another | (second, third) | To put it another |
| Case in point | In another case | example | category | way |
| Equally | In general | One kind... another | The last group | To rephrase it |
| important | In other words | kind | The most | What's more |
| Finally | In particular | One way... Another | important | |
| First | In the same way | way | component | |
| Following this | In this case | On this occasion | The most important | |
| further | In this situation | Point in fact | example... The | |
| For example | Like | Pursuing this further | next example | |

Transitions for emphasis or repetition

| | | | | |
|-------------------|--------------|---------------|--------------|---------------------|
| Absolutely | Certainly | In brief | Obviously | To repeat |
| Always | Definitely | Indeed | Of course | Undeniably |
| As I have noted | Emphatically | In fact | Perennially | Undoubtedly |
| As I have said | Eternally | Naturally | Positively | Unquestionably |
| As has been noted | Extremely | Never | Surely | Without a doubt |
| Assuredly | Forever | Nobody denies | Surprisingly | Without reservation |
| By all means | In any case | No doubt | To be sure | |

Transitions for comparison and contrast

| | | | | |
|------------------|-----------------|-----------------|----------------|-----------|
| Although | Despite | Likewise | hand... On the | Vis à vis |
| After all | Even though | Meanwhile | other hand | Where |
| As | However | Nevertheless | Otherwise | Whereas |
| Balanced against | In comparison | Nonetheless | Similarly | While |
| But | In contrast | Of course | Still | Yet |
| By comparison | In the same way | Once in a while | Though | |
| Compared to | In spite of | On the contrary | Unlike | |
| Conversely | Like | On the one | Up against | |



How will you draw on your evidence?

- Direct quotation (statistics, clinical findings, etc.)
- Paraphrase
- Summary

Paraphrase & summarize when the **ideas** are important:
content

Quote directly when the **rhetoric** is important: **form**

Always indicate when you're drawing on the ideas of another



- Get feedback from a “trusted reader”
 - Consider using other students in the course or the Centre for Writers
- Ask readers to read for specific purposes: thesis, structure, transitions, development of a particular paragraph or idea.
- Focus on higher-order concerns before lower-order ones
- Attend a group writing tutorial



Towards the due date, switch your focus from

higher-order concerns (arrangement, arguments, evidence) to

lower-order concerns: proofreading, grammar, citation format,
grammar/spelling



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