

W2 Course Review Form

To apply for a W2 designation for your course, please fill out the form below and include the following materials:

1. The W2 Course Review Form. Respond to the questions in the form below. The form covers three areas of focus:
 - a. Writing Assignments
 - b. Writing Instruction
 - c. Writing Assessment
2. A draft of the course syllabus and schedule. The syllabus should explain to students why writing is important in this class and what they will learn.
3. Any supporting documents that demonstrate W K H F Writing assignments, writing instruction, and writing assessment.

Please submit all application materials in a single PDF to the W2 convenor

1. Instructor name: Eric Hoyt

Instructor program/school: Economics/SOBL

Course acronym, number, & title: GSS 2210 Poverty and Inequality

2. Writing Assignments: What will students write in the course? W

list the writing -related learning objectives for each assignment.

Writing Assignment & Description	Major or minor assignment?	Writing -related Learning Objectives for the assignment
<p>Term Paper: The term paper asks students to research the inequality and poverty experience of a particular city, state/province, or country OR the relationship between inequality or poverty and another socioeconomic factor (i.e. life expectancy, rates of mental and physical illness, rates of violent crime, level of trust, etc.) Final deliverables are 10 (max)-page paper and a brief (10 minutes, max) video presentation.</p>	<p>Major</p>	<p>1. Students will learn to engage in empirical research through accessing government data sets and analyzing patterns in their quantitative results.</p> <p>2. Students will learn how to evaluate arguments of other authors, and their own classmates regarding research questions on the causes and consequences of inequality and poverty</p> <p>3. Students will learn how to formulate a research question that is answered by a hypothesis statement, conduct, and produce a literature review, and describe and interpret their own research findings along with summarizing their main ideas in an introduction and conclusion.</p>

Reaction Memos: Each student will submit two reaction memos (approximately 350

Lesson 1: Learning How to Write a Term Paper Project Proposal

a) The goal of this lesson is for students to learn the basic elements of a paper proposal, including drafting a research question, hypothesis, and brief project description, along with an annotated bibliography of five major initial scholarly sources related that relate to and substantiate the hypothesis.

b) This lesson is meant to help students in their first stage of the term paper assignment for the course, a directly addresses the following two learning goals about writing for this assignment:

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research questions on the causes and consequences of ~~city~~ poverty.

3. Students will learn how to formulate a research question that is answered by a hypothesis statement, conduct, and produce a literature review, and describe and interpret their own research findings, along with summarizing their main

c)

separate government and NGO databases on GDP per capita, the Gini coefficient, and the top 1% income class, while asking students to follow along using their laptops. I will bring a laptop to the class, and heads up for students to bring their own laptops and connected students with the laptop rental service at Stockton if they need assistance in accessing one. I will also have several handouts throughout to answer any questions students have as they follow along. Once the data is downloaded in Excel, I will break out in pairs, and take 5 minutes to discuss and the 20 minutes to write a response to each of the following questions for any one of the three variables of their choosing (GDP per capita, Gini coefficient, or

identified as a further source in terms of past scholarship). Finally, once students submit their proposals and annotated bibliography, I grade it according to the rubric, and provide them with a copy of the rubric that includes their grade as well as detailed feedback on how to improve this of presenting a tutorial and U X E U L F R Q W K H Q H [W 3 G H O L Y H I D E O U T W D J J H U I the course (i.e. literature review, results and analysis section, etc.). I have attached the rubric D Q G 3 G H O L Y H U D E O H ' D V V L J Q P H Q W G H V F U L S W L R Q e r a l U e r n D F K R I W paper project as demonstration of my method of assessment and feedback throughout the writing process in the term paper for GSS 2210. One method, geared especially towards helping students with the literature review deliverable, is the two reaction memos that I ask students to complete throughout the class, which task students with identifying two of the course readings they found most interesting and reflecting upon them in terms of points raised they found particularly interesting and/or persuasive and why they found them particularly interesting and/or persuasive. This task is meant to directly give students practice in the type of critical evaluation of past scholarship that they will complete across a minimum of ten scholarly sources in the literature review portion of the term paper project. Furthermore, each homework assignment includes short answer response questions linked to course readings and lecture topics and are also designed to give students a first attempt at articulating points of view that relate to and often arise within their term paper projects. My feedback each week on these homework assignments is also meant to assist students in developing their writing and reflection skills, particularly in instances of writing interpreting quantitative analysis, as in the example weekly homework assignment I have provided for reference.

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Literature Review Rubric

Description of Assignment:

You are to locate research articles on your approved topic. You are to write a minimum 2 page summary the general theme(s) of these articles as it pertains to your topic. A reference sheet, listing the articles should also be included (this does not count toward your page limit). This literature review should serve as the background/foundation for your research paper, building off of your annotated bibliography, and include a minimum of ten sources (five more than the initial amount required in your annotated bibliography). Be sure to not only summarize your sources, but to compare and contrast/synthesize them, keeping in mind the few major strengths and weaknesses in your view.

Grading of Assignment:

The following rubric will be used to assess your results and analysis section. To calculate your grade, take your total points earned and divide by 28 (the total points possible), resulting in a percentage.

Rubric:

	EXPERT (4pts)	PROFICIENT (3pts)	APPRENTICE (2pts)	NOVICE (1pt)
INTEGRATION OF KNOWLEDGE	<p>The results and analysis section demonstrates that the author fully understands and has applied concepts learned in the course. Concepts are integrated into the ZULW highlights. The writer provides concluding remarks that show analysis and synthesis of ideas.</p>	<p>The results and analysis section demonstrates that the author, for the most part, understands and has applied concepts learned in the course. Some of the conclusions, however, are not supported in the body of the paper.</p>	<p>The results and analysis section demonstrates that the author, to a certain extent, understands and has applied concepts learned in the course.</p>	<p>The results and analysis section does not demonstrate that the author has fully understood and applied concepts learned in the course.</p>

CITATIONS

Cites all data obtained from other sources. MLA, APA, or Chicago style citation used in both text and bibliography.

Cites most data obtained from other sources. MLA, APA or Chicago citation style is used in both text and bibliography.

Cites some data obtained from other sources. Citation style is either inconsistent or incorrect.

Does not cite sources.

Adapted from: Whalen, S. (2013). *Contemporary Health Issues Research*. 3 D S H U

GSS 2210 Term Paper Grading Rubric:

Description:

Your paper should address the inequality and poverty experience of a particular city, state/province, or country OR the relationship between inequality or poverty and another socioeconomic factor (i.e. life expectancy, rates of mental and physical illness, rates of violent crime, levels of trust, economic growth etc.) across many countries, states/provinces, or cities. Please refer to our discussions and the course syllabus for possible ideas and feedback to suggest your own. Additional guidance will be provided in class.

GRADING

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Content/ Graphs	Author includes at least two graphs in the results and analysis section, at least one of which is created by the author from underlying data in Excel.	Author includes at least two graphs in the results and analysis section, but neither is created by the author from underlying data in Excel. Or the author includes only one graph in the results and analysis section, but this graph is created by the author from underlying data in Excel.	Author includes only one graph in the results and analysis section, but it is not created by the author from underlying data in Excel.	Author does not include any graphs in the paper.
Content / Results & Analysis	The results and analysis section demonstrates that the author fully understands and has applied concepts learned in the course. Concepts are integrated into the Z U L W highlights. The writer provides concluding remarks that show analysis and synthesis of ideas. Author raises at least three potential explanations for the pattern that emerges in graphical results based on course readings and class discussion.	The results and analysis section demonstrates that the author, for the most part, understands and has applied concepts learned in the course. Some of the conclusions, however, are not supported in the body of the paper. Author raises at least two explanations for the pattern that emerges in graphical results based on course readings and class discussion.	The results and analysis section demonstrates that the author, to a certain extent, understands and has applied concepts learned in the course. Author raises at least one explanation for the pattern that emerges in graphical results based on course readings and class discussion.	The results and analysis section does not demonstrate that the author fully understands and has applied concepts learned in the course. Author raises at least one explanation for the pattern that emerges in graphical results based on course readings and class discussion.

GSS 2210 Poverty & Inequality
Term Paper Stages of Completion Schedule

1. Proposal your interest and possible expected results of your research

Due on Sunday October 2nd at 11:59pm

2. Draft literature review

- discuss relevant literature/research and explain why your topic is important

Due on Sunday October 23rd at 11:59pm

3. Draft results & analysis section

- analyze the modalities of this topic within the context of socioeconomic development

Due on Sunday November 4th at 11:59pm

4. Conclusions and final draft (no comments on this draft).

-complete paper with revisions as per comments on earlier submissions

Due on Sunday November 27th at 11:59pm

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Due on Sunday December 4th at 11:59pm (1 week after fourth deliverable)

Name: _____

GSS 2210: Poverty & Inequality
Week5 Homework Problems

Short answer

Create trendline graphs for two countries of your choosing over the period from 1980 to present, for one of the measures of poverty or inequality provided in the data sources linked below. See the tutorial, [Copy and paste](#) at the bottom of this assignment document regarding accessing these data sources and making a trendline graph in Excel.

GDP per capita from the Maddison Historical Statistics

<https://www.rug.nl/ggdc/historicaldevelopment/maddison/releases/maddison-project-database-2020>

Gini Coefficients from the World Bank:

<https://data.worldbank.org/indicator/SI.POV.GINI>

Top 1% Share of Income and Wealth from the World Inequality Database:

<https://wid.world>

Save your graph from Excel as an image file and upload into a Word Document. In the document below your trendline graph, answer the following questions, altogether no more than 400 words. Please submit as an attachment within this assignment (click the button in "assignment submission" section below to "browse local file"):

1. When was the difference in poverty or inequality between your two chosen countries largest, and when was it smallest?
2. What is the current direction of change (i.e. in the most recent year of data) of poverty or inequality in both countries? Are the countries converging or diverging in inequality or poverty?
3. What do you think drives the observed patterns of convergence?

II. Gini Coefficients, World Bank (a standard measure of income inequality):

Steps:

Go to <https://data.worldbank.org/indicator/SI.POV.GINI>

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III . Top 1% Share of Income and/or Wealth, World Inequality Database (another measure of income/wealth inequality):

Steps:

Go to <https://wid.world>

On the Key Indicators, click any from the Income Inequality or Wealth Inequality

On the Country choose any of your choice (i.e. I chose USA)

On the Years choose 1980 through 2019 (the most recent year of data)

generated below and copy and paste into a new Excel Document

as in I and II above.