DEPARTMENT OF ECONOMICS

4-101 Hanson Hall

UNIVERSITY OF MINNESOTA
TWIN CITIES

HANDBOOK FOR

GRADUATE TEACHING ASSISTANTS

2015-2016
A MESSAGE FROM THE CHAIR

Welcome to the Department of Economics. We are one of the largest (in terms of undergraduate teaching) in the College of Liberal Arts. At Minnesota, graduate student instructors have always had significant undergraduate teaching responsibilities. To some extent these responsibilities reflect small senior faculty numbers, but they also reflect our confidence in your abilities and our conviction that there are important synergies between teaching and study.

Classroom teaching is a valuable part of graduate training for all students. Even students who eventually accept positions in government or business find that teaching experience is valuable. We are in the business of communicating our work clearly and effectively and teaching is often the best way of learning how best to communicate. While exciting, teaching can also be scary, especially when you are alone in front of 25 to 250 students for the first time. While you may be alone in the classroom, remember you are not alone when it comes to preparing course materials and mapping out teaching strategies.

It is important to recognize that there is no single teaching method that is best for everyone. As each of you is different, so your teaching styles will differ. At the same time, there are certain practical issues that everyone who teaches needs to address. This handbook offers suggestions that many have found useful. It was designed by Professor Sahi to help you become the best teacher you can. Professor Sahi, myself and all other members of the faculty are also available as resources to help you. We take pride in your success and are here to help you succeed.

Chris Phelan
Chair
August 2015

A MESSAGE FROM THE DIRECTOR OF GRADUATE STUDIES

The Economics Department invited you to join us because we think you can be a successful graduate who will help to advance the profession; the payoff to the department is that we will then be able to bask a little in your reflected glory. But we also want you to reflect some glory on the department while you are here as a TA. We want to be known in the University as a department that shows respect for its students, takes teaching responsibilities seriously, and provides courses that stimulate students and help them to grow intellectually. That requires a commitment on the part of all of us to do our job responsibly; the department depends on you to help.

You will face a continuing challenge as you balance the demands of your TA appointment with the demands of the graduate program. If it helps, think of yourself as being enrolled in "Professional Life 101" -- a course that helps you prepare to deal with the same need throughout your career to balance the time you spend gaining new knowledge with the time spent to effectively communicate to others.

If this is a course, where are the learning resources? This handbook tells you where to get help on questions of pedagogy, and Dr. Sahi is available for advice. But as you confront the problem of balancing responsibilities for teaching and learning, you are also welcome to talk to me, your adviser or any of your instructors. We have all had to deal with the same issues, and we are all ready to cheer you on to successful resolution of the challenges you face. You will find that success in teaching, as in mastering any challenging task, brings its own intrinsic reward -- a reward that is increased by seeing the impact on those you teach.

Best wishes, and enjoy the experience!

Amil Petrin
Director of Graduate Studies
August 2015
A MESSAGE FROM THE DIRECTOR OF UNDERGRADUATE STUDIES

This handbook provides information useful to you as a teaching assistant in the Department of Economics. Read it carefully as it contains details about undergraduate teaching at the University. Some excerpts have been taken from the CLA Classroom, Grading, and Examination Procedures booklet and from the Handbook for Graduate Assistants.

Our mission is to promote high quality undergraduate teaching along with training you to be successful teachers and researchers. We achieve this by offering you support and training, and by monitoring your performance in the classroom. We offer teaching workshops and practical tips on improving your teaching effectiveness.

There is no formula for becoming a perfect teacher. A good teacher puts forth ideas clearly and concisely, is methodical, encourages students to think, excites their imagination, and is able to apply theoretical concepts to the real world to show how they work. To be an effective teacher, you must be comfortable with your students and with the course material. Remember that students are here primarily to learn, and you have to provide them with the necessary tools to do so. You must have command over the material; nothing is worse than an ill-informed teacher making half-hearted attempts to impart information. Ask yourself often: "What will the students learn from this concept? Can it be applied to the real world?"; and then pause frequently during your lectures to tie up theory to application. Add interesting examples and use humor to enliven class sessions. In the use of humor however, be careful not to offend anyone. You may have some not-so-good moments during your teaching, but that should not dismay you; just try to do your best. And someday, students will come up to you and say that this was the best class ever!

Thanks to Caty Bach for help with the manuscript and the cover.

Please contact me if you have any questions or concerns about your teaching or your students. The Faculty and I fully support your teaching endeavor, and are thankful for the competent instruction provided.

Simran Sahi
Director of Undergraduate Studies
August 2015
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YOUR ROLE AS A TEACHING ASSISTANT
As a TA, you play an important part in the undergraduate instruction at the University, whether as an instructor with full responsibility for your own course or as an assistant. Each TA is a representative of the Faculty of the Department of Economics. Your duties are governed by a single principle: the protection of undergraduate students’ interests. Thus your conduct should be exemplary: in punctuality, attendance, dress, dealing with students, faculty, administrators, staff, and supervisors. You should strive to provide high quality undergraduate instruction to the best of your ability.

CRITERIA FOR TA APPOINTMENTS

In order to qualify for a department assistantship, you must meet two qualifications:

I. you must be making satisfactory progress toward your degree (be in “good standing”) and

II. if you currently have an assistantship, you must be carrying out your duties diligently.

I. Progress toward the Ph.D. degree:

(i) First year students (going into their second year of study) are judged on their course record: courses completed and grades. A GPA of 3.2 or better in economics courses is needed to be in good standing.

(ii) Second and third year students (going into third and fourth year) are judged on their course record and their record on written preliminary exams. Satisfactory progress includes having passed both theory prelim exams and one field prelim by the end of the second year; and having passed both theory prelims and both field prelims by the end of the third year.

(iii) Fourth year students (going into their fifth year) are judged on their course record, their prelim record, and their thesis research record, as verified by their adviser. Fourth year students must have passed all their prelims and the prelim oral by the end of their fourth year and register for at least 10 thesis credits by the end of the fourth year.

(iv) Current first, second, third, and fourth year students in good standing have the highest priority for teaching appointments. We expect graduate students to go on the job market in the beginning of their fifth year, get a job, and graduate at the end of the fifth year.

(v) Normally, teaching positions are not available to students in their fifth (going on sixth) year and beyond. However, depending on the needs of the department and especially on funding, a limited number of appointments may be made. These appointments depend on your teaching record, the needs of the undergraduate curriculum, and progress towards your degree (assuming that all the above requirements have been met).
II. Diligence in carrying out currently assigned duties:

In order to qualify for a subsequent TA appointment, you must carry out your assigned duties in a responsible manner.

Instructors and teaching assistants are judged primarily by departmental evaluation of teaching (classroom visits and examination of teaching materials) and secondarily by student evaluations and other student feedback. Graders and assistants for graduate courses are judged primarily by their supervisor's evaluation. One important component of carrying out currently assigned duties is participation in recommended teacher training programs i.e. workshops, seminars, etc.. Another is the participation and successful completion (definitely within two semesters) of English programs (for non-native English speakers).

III. Assistantship Assignments:

A. Specific Tasks: Your particular assignment is determined by the instructional needs of the department (with your preferences taken into account as far as possible).

B. Actual or potential teaching performance is the primary determinant of whether you are offered:

   (i) greater than a 50% appointment: There are a limited number of these appointments every year tailored to specific responsibilities.

   (ii) an Instructor appointment, which carries a somewhat higher salary base than a Recitation leader or grader/assistant appointment.

General Sequence of TA Appointments:

The general sequence of appointments for TAs is:

A. Year 1 Grader for day or evening courses
B. Year 2 Recitation TA for day or evening courses
C. Year 3 Graduate Instructor for 1xxx or 3xxx level day or evening courses or TA for graduate courses or Writing Assistant
D. Year 4 Graduate Instructor for 1xxx, 3xxx, or 4xxx level day or evening courses or TA for graduate courses or Writing Assistant
E. Year 5 Same as above

Remember that there are exceptions to this; some TAs begin at B and carry on from there. This sequence assumes that you receive “reasonable” teaching evaluation scores (departmental and student evaluations) and are making satisfactory progress toward your degree. You may move at a slower (or faster) pace through this sequence.
ACADEMIC YEAR APPOINTMENTS (FALL AND SPRING)

Teaching Assistant/ Graduate Instructor appointments are generally made in July with some adjustments being made later. For recitation sections or grading, specific assignments are announced approximately one week before classes begin.

Graduate Instructor positions, with a stipend in 2013-14 of $15,966.00 for a 50% appointment include:

- TA/Assistant for graduate courses
- Instructor for 'large' Principles lectures
- Instructor for other 1xxx, 3xxx, 4xxx level courses or writing assistant

Teaching Assistant positions, with a stipend in 2013-14 of $14,974.00 for a 50% appointment include:

- Assistant for upper-level undergraduate courses
- Recitation leader for Principles of Micro and Macro, Intermediate Micro, and Econometrics courses
- Graders

The Department of Economics restricts almost all appointments to a maximum of 50%. Department policy states that a graduate TA may not accept another assistantship within the University that brings their total appointment above 50%. If this happens, the department will be notified and will then reduce the appointment in economics to keep the appointment at or below 50%. Some adjustments are made to offer a larger stipend for a limited number of appointments (large lectures and writing assistants). Appointments for these positions are based on criteria including excellent teaching performance, expertise in the subject, and undergraduate demand.

SUMMER APPOINTMENTS

A limited number of summer teaching or grading appointments is available to students in "good standing" (i.e. first through fourth year students fulfilling the criteria for appointments as mentioned earlier). Teaching assignments are given to graduate students who have been instructors during the preceding academic year. Grading assignments are for those who have held recitation leader or grader appointments earlier. Stipends for instructors and graders were $2400 and $1,480 respectively in 2013. We offered 13 courses, and made 25 teaching appointments and 7 grading appointments. Our strategy was to split duties, thereby appointing two people for one teaching task, with each being paid half the salary. Please note that each graduate student TA can hold only one appointment during summer. Since the demand for teaching/grading appointments in summer far outstrips supply, we encourage you to seek other means of financial support - and begin the process early in the Spring semester.

TUITION AND HEALTH BENEFITS, TAXES AND FICA

All TAs holding a minimum of a 25% appointment for one semester are eligible for a tuition waiver equal to twice the percentage of appointment. If you have a 50% appointment, you receive a 100% tuition waiver.

All TAs with appointments of 25% or more have health care benefits paid for by the university under the Graduate Assistant Health Care Plan. Each enrollee on the GA plan will now pay 5% of the monthly premium. You will be billed once per semester on your student account. The university subsidizes the cost of health coverage on the GA Plan paying a contribution toward the premium of 1.9 times the appointment percentage. A student with a 50% appointment will receive a 95% subsidy of premium, while a student with 33% appointment will receive a 62.7% subsidy of premium. Contact the Graduate Assistant Insurance Office at 624-0627 for more information.

The University withholds state and federal taxes on payments to all TAs who are not eligible for a tax treaty. Call the Payroll Department at 612-624-4585 for details on eligibility for tax treaties.

a. All TAs with appointments must register for 3 or more credits during each term employed, in
order to avoid paying FICA or Social Security taxes. Ph.D. candidates, i.e. students who have taken all 24 thesis credits and passed their preliminary oral exam, can register for only one credit (usually Econ 8444) per semester.

b. All TAs must be employed for not more than 20 hours per week or on appointments not exceeding 50%.

RESPONSIBILITIES OF GRADUATE STUDENT TEACHING STAFF

Responsibilities of Instructors:

Instructors have primary responsibility for the teaching and administration of an entire course. Duties include designing an informative syllabus, homework assignments, exams, and handouts; choosing a textbook, designating readings if any, etc. If you teach a class with recitation TAs, you must supervise them as well. This includes weekly meetings with TAs to inform them of the work they are expected to do. Detailed Instructor responsibilities are listed in Appendix 5 and 6 on pages 23 and 24.

Responsibilities of Recitation Leaders:

Detailed responsibilities are listed in Appendix 7 on page 25.

Recitation Leaders bear the responsibility of conducting recitation sections. The main role of a TA is to assist the course instructor in student instruction and understanding of course material. When you receive your assignment, the first step is to meet with the instructor and find out exactly what is expected of you. If you are a new TA, you will meet your instructor at the Department TA Training and Orientation for New TAs. You should receive the following information:

1. Day/times/rooms of class and recitation sections. If the classroom is small relative to your class size, inform the main office and we can try and get a larger room.

2. What are the goals of the course? Make sure you have the syllabus, textbook, and other supporting material.

3. TAs must attend all lectures.

4. Goal of the recitation section: Instructors have different ideas on this- you may have to present material that supplements or complements the lecture, present new information, review lectures, discuss homework, other assignments, return and go over exams, or solve problems. The Instructor will convey this information to you during your weekly meetings.

5. Grading: (homework and exams and maintaining grades): Graders are assigned to help with grading for undergraduate courses with large enrollment. Graduate graders will grade all assignments and exams. Consult your Instructor about homework assignments; departmental policy states that student assignments must be typed.

6. Other non-teaching activities that you are expected to carry out: This could involve helping develop exam questions or handouts, identifying supplemental readings, proctoring exams, and helping with class website maintenance etc.

7. Office hours: TAs and instructors must hold a minimum of two office hours per week.

8. Evaluation of your teaching performance: Evaluations are carried out by your students, the Director of Undergraduate Studies (Professor Simran Sahi), and the TA Mentor (Andrea Waddle for 2013-14). You will also be videotaped/recorded in class at least once. See Teaching Evaluations for details.

Important: Communication between the TA and the supervising instructor is essential for the smooth execution of the course. For large lectures and recitations, the instructor is responsible for administrative matters and coordinates activities across all recitation sections. You may find it helpful to talk to other TAs who held similar assignments earlier.
Responsibilities of Graders:

Graduate Graders are responsible for grading all assignments and exams allocated to them, and should make sure that graded material is returned on time. Please grade everything consistently and according to the answer key. Please maintain constant contact with the instructor or other TAs. Make sure you have detailed answer keys. Please make sure there are no errors in your grading.

Responsibilities of Assistants:

Assistants for undergraduate courses are appointed to aid instructors with classroom activities. This involves attending class, holding office hours to help students, grading, developing a reading packet, library work, website maintenance, and miscellaneous work concerned with the class.

Responsibilities of Assistants for Writing Intensive Courses:

The department has designated some upper division courses as Writing Intensive courses. Assistants for these courses are expected to oversee all aspects of the writing assignment, and grade all parts including the Topic, Outline, First and Final Draft.

Independent Study Projects:

TAs are required to assist undergraduates with these, where students typically register for Econ 3991. Each such registration includes a written contract between the student and instructor, outlining the objectives, evaluation procedures, and credits. Generally, students write a paper based on their internship experiences or on some other topic. Details are on the Economics Undergraduate Handbook website at http://www.econ.umn.edu - click on Undergraduate Programs, and then on Independent Study.

TA Workload:

A half-time (50%) appointment implies an average workload of 20 hours per week. Note that INS regulations do not permit F-1 or J-1 visa holders to work more than 50% during the academic year. Please contact Professor Tim Kehoe (DGS) or Professor Simran Sahi (DUGS) if you have problems with your workload.

All TAs will be paid biweekly, i.e. every two weeks, beginning September 2013 to May 2014.

ENGLISH PROFICIENCY TESTING SCHEDULE FOR NON-NATIVE ENGLISH SPEAKING TAS:

University Policy: High standards of English language proficiency are required for nonnative English speaking graduate students who are appointed to teaching assistant (TA) positions.

All nonnative English speaking graduate Teaching Assistants (TAs) will demonstrate proficiency in spoken English appropriate to the demands of their teaching assistantship. Proficiency is assessed in one of the following ways:

1. English Language Proficiency (ELP) rating earned through coursework with the Center for Teaching and Learning (CTL);
2. Speaking section of TOEFL iBT (internet-based Test of English as a Foreign Language).
3. SETTA (Spoken English Test for Teaching Assistants) test (TC campus)

All non-native English speaking TAs assigned to teaching or recitation duties must demonstrate English language proficiency before they can be assigned to any duties that involve student contact. Please check the CTL website for more details.
TEACHING TIPS

First day of class:

On the first day of class, the instructor (or recitation leader) should introduce herself or himself (and the teaching assistants, if applicable); e.g.

"My name is ________, and I am the instructor/recitation leader for the ________ course this semester. (Tell students how to pronounce your name if you think they will have difficulty with it. Tell the students how you wish to be addressed). I am a graduate student working on my Ph.D. in economics. My areas of interest are ________; I am interested in this because ____________ (try to talk of real-world applications!)."

You might ask the students to introduce themselves -- do this only if the class size is small! Give a general outline of the course (as mentioned in the syllabus) and what you expect the students to learn. Let them know the help they can expect from you and from the teaching assistants. State clearly that students must have completed all prerequisites successfully before taking this course. Mention the relationship of this course to other courses in the department and also its applications to the real world. Distribute and discuss the syllabus. Always ask students if they have any questions.

Lectures:

You should arrive somewhat early for class to give yourself time to arrange notes, handouts, homework, and set up your laptop if needed; this time can also be used for some light talk with students to make them and you feel at ease. Always start the actual class work on time. Give the impression of organization and efficiency. Always treat your students with respect; this is basic human courtesy, also they have paid to come and learn from your presentation. Attention to these details is part of a professional approach to teaching responsibilities. If you show students that you take your responsibilities seriously, it produces an important incentive for students to be serious about their work.

Preparation for class should begin with an appraisal of the amount of material to be presented. Plan each lecture in three parts:

1. An introduction, where you briefly state the material to be covered; many instructors find it helpful to put an outline for the day's class on the board at the beginning of class. When relevant, start with a brief summary of the previous class and indicate how the material to be covered today builds on the previous class.

2. The main body of material, where ideas are presented accompanied by explanations, examples, graphs, and math.

3. The summary, where you sum up the ideas presented; and give a short preview of the material to be covered in the next class.

Remember to write all key ideas neatly and legibly, use underlining, capitals, and boxes to emphasize principal ideas. Use clearly labeled diagrams. They present another way of looking at material. Consistent use of different colored chalk is another way to emphasize major points and clarify complex diagrams. Students tend to copy down everything they see on the blackboard, so give them time to do so. Please try to limit the use of calculus or advanced mathematics in the introductory lower level courses, since there are many students who do not have a background in mathematics at this level. For the 3xxx and 4xxx level courses, the use of math/calculus should be consistent with the prerequisites for the course.
General Teaching Tips (for TAs)

A. Preparing to Teach
- Go visit your classroom before the first day of class.
- Work through examples and explanations before going to class.
- Attend all lectures - relevant for TAs.
- Work through examples and explanations before going to class.
- Meet with your lecturer regularly to coordinate lectures and recitations.
- Work through examples and explanations before going to class.
- Work with your grader(s). Make sure they know when assignments are to be collected and when they are to be returned.
- Work through examples and explanations before going to class.(!!!!)
- Know the instructor’s policies for homework and exams.

B. Teaching
- Arrive a few minutes before class starts.
- Speak clearly and write legibly.
- Speak to the class, not to the board.
- Introduce interesting, real world examples.
- Outline the main points of the day/week at the beginning or the end of class.
- If you don’t know the answer to a student’s question, don’t guess.
- Plan to stay a few minutes after class.
- Repeat important concepts - several times if necessary.

Other Comments
- Stay in your office for office hours. DO NOT leave early.
- Erase the board for the next teacher.
- Provide students with clear explanations.
- Use colored chalk for diagrams only and not for writing - it does not erase very well.

Thanks to Bob Rebelein (a former graduate student and Professor at Vassar College) for suggestions on Teaching Tips.

Experiments in the Classroom:

The use of experiments in the economics classroom is one of several techniques which promote effective teaching and learning. Classroom experiments are short, interactive exercises designed to facilitate the understanding of key economic ideas.

The department encourages instructors and TAs to use experiments in their classes. Experiments in the classroom are especially helpful in introductory economics courses, where concepts like market equilibrium, monopoly, the macro economy, trade, and other concepts can be illustrated. Experiments can be used in upper division classes to illustrate gains from trade, bank runs, credit rationing, free riding, public goods and can be used in almost all classes.

Check the following website for class experiments:
http://www.economicsnetwork.ac.uk/themes/games
Syllabus:

A well written, informative syllabus is a necessary tool for a successful class. It is a contract with students and should contain all information about the course that you want your students to know, including the material to be covered, grading and evaluation policies, assignments, textbook etc.. (A format for a good syllabus is given in Appendix 1.) All instructors must distribute a syllabus to every student on the first day of class. (Please give one copy of your syllabus to Professor Sahi.) The department will attach an additional page to your syllabus detailing departmental policies about Incomplete grades, make up exams, scholastic dishonesty, complaints, etc.. As the course progresses, refer frequently to the schedule outlined on your syllabus and announce any changes at least twice. However, please try to avoid major changes during the term; if this is unavoidable, please provide oral and written notice of any change and consult Simran Sahi.

Choose your textbook carefully since students will refer to it often; while it need not duplicate your lectures, it should be consistent with them. If instructors want to prepare and distribute readings to students, please note that the Department will not photocopy articles for distribution to your class. If you want your students to have access to material, please put it on reserve at the Wilson or put up links to the material on your course website. You should also be aware that you need to obtain copyright permission before reading packets can be sold to your students. Copies On Campus, in the basement of the Social Sciences building, will help you obtain permission to copy articles. You need to contact them about six weeks before classes begin. Contact Caty Bach or Professor Sahi for more details.

Web Page for your course:

The department has mandated that all undergraduate economics courses must have websites. You can use your homepage on the department website to set up your course website, or you can use Moodle2. Please put up the syllabus and all assignments on the webpage (minimum).

Writing Assignments:

Writing assignments are invaluable as a learning tool for students. Instructors for 3xxx and 4xxx level courses are especially encouraged to include at least one writing assignment in their courses. Examples of writing assignments include:

A summary of selected journal articles
Commentaries on well-written economics articles, and what made them good
A short (maximum 5 pages) paper on suggested topics
Short analytical essays about a policy proposal and its effects
Summaries of current events as related to the material being studied
Essay questions and answers on the exam, etc..

Instructors must issue a clear statement of objectives for the writing assignment: specify an audience for whom the assignment is targeted, specify a limit on the length of the paper, and clearly state the evaluation criteria.

While grading writing assignments, you can observe the level of comprehension and learning of your students. Writing facilitates the acquiring of knowledge since students are forced to review readings and lectures, distill the essence of relevant materials, and finally write a coherent summary in their own words. The Department encourages you to utilize writing assignments as a way of analyzing students' comprehension in the classroom.

The Department has designated some upper division courses as Writing Intensive, where the course grade is directly tied to the quality of the students' writing. The Department nevertheless encourages all other instructors to use writing assignments in their classes too. Please contact Professor Simran Sahi for details and help with formulating or grading writing assignments.

WRITING INTENSIVE COURSES IN ECONOMICS
Writing Intensive courses, as understood by the Council on Liberal Education, are defined as courses at either the upper or lower division level in which the course grade is directly tied to the quality of the student's writing as well as to knowledge of the subject matter, so that students cannot pass the course who do not meet minimal standards of writing competence. In Economics, WI courses require a significant amount of writing - minimally ten to fifteen finished pages. The writing assignments include revisions of drafts/proposals on which students receive feedback from the instructor.

In Economics, the objective of these assignments is to give students an opportunity to apply analytical skills and economic concepts to examine an interesting economic issue and to learn how to write a formal report underpinned by economic logic and evidence.

List of Writing Intensive courses in Economics:

- Econ 4331W - Economics of Development
- Econ 4421W - Economic Integration of the Americas
- Econ 4431W - International Trade
- Econ 4432W - International Finance
- Econ 4431V - Honors International Trade
- Econ 4100W - Undergraduate Writing in Economics.

This is a one credit course, meets once a week, and is monitored by a TA. To receive writing intensive credit for any Honors course or Econ 4831, students can sign up for Econ 4100W concurrently. Course Permission Numbers are available from the TA. The instructors for the Honors courses (or Econ 4831) will set up the writing assignment and students will work with the Econ 4100W TA to complete the paper.

Note that Economics majors must take at least one upper-division writing intensive course in Economics in order to graduate. Not all of these courses are available at all times.

The requirement for completing the WI course is to write a paper examining an economic issue using economic theory and analysis. The finished paper should be 10-15 written pages, plus data, graphs, bibliography. We do not accept surveys and time-lines. Students must pose a question or make a statement (the thesis) and prove it.

The paper is to be written such that it incorporates feedback from the instructor at various stages. Students are required to turn in different iterations of the paper and receive feedback before continuing to the next stage. Typically, students complete a Topic; Outline; First Draft; and Final Draft of the paper. They receive detailed feedback on the first three iterations of their paper.

It is important to remember that the department prohibits using the same (or substantially similar) paper for more than one Writing Intensive Course or the Senior Project. All students registered for Writing Intensive Courses are required to submit a final paper in two forms -- a written version and an electronic version. The electronic version is reviewed to detect any plagiarism. Should any plagiarism be detected, the student will receive a grade of F and a complaint is filed with the OSCAI. Students should be told to cite all sources used.

Student Problems With Writing Intensive Courses

Students face problems with topic selection, researching the topic, finding data, and time management. Instructors can help using the following techniques:

Formulating the Writing Assignment:
The writing assignment must be clearly written with detailed instructions. Please ask other instructors (and S. Sahi) to comment on the assignment itself – does it need to be clearer? Any suggestions? Also, if students comment on unclear issues, please modify your assignment accordingly for future use.

Sequencing with built-in training:
You need to prepare students so they can complete the paper. One way is to assign homeworks which require students to find specific data about the US/other countries or find news articles regarding current economic issues. These help with finding data and Topic selection for their papers. Most students have a tendency to pick economic surveys. This is to be discouraged. Ask them to focus on one narrow question/statement, and then try to prove it. You will need to talk personally with almost every student during the phase of topic selection.

Time-management skills:
All due dates should be mentioned on the assignment. Please send email reminders to students one week prior to submission of any assignment. Introduce students to the Writing Center website. You must set aside some class time to answer student questions and concerns about the paper.

**Help with research and finding data:**
Introduce students to the Resource Links on the Undergraduate Homepage (links to data, articles, journals, news, government websites). Show them journal and data resource websites in class – (the University libraries’ electronic journals); show how to access EconLit and JSTOR; stress that student’s look at previous work done by economists on their topic. Talk to S. Sahi about putting “A” papers (from previous courses) on reserve at Wilson Library, so that current students can view them. Require students to read and summarize an economics journal article (from a reputable journal) – to become familiar with the format of economics articles; they can use the author’s bibliography for their research, encourage them to write to authors to ask for data or clarification. Read and discuss one “Current Economic Topic of the Day” at least once weekly; try to make these relevant to students’ paper topics.

**Sources of help for students**-
The Instructor should be available to help students - via email or in-class. Please use Grading rubrics and give detailed comments on each assignment. (check with S. Sahi on these) Please make sure that the grading criteria is explicit; grading scale should be mentioned in the syllabus. We normally do not assign a grade for the topic, but do so for the Outline, First, and Final draft. Please refer students to the Writing Center (and other sources) for help with English or with writing.

**PLAGIARISM ISSUES**
Specific assignment and course-specific strategies should be used to prevent plagiarism and teach responsible use of sources.

The assignment should be broken up into 4 parts- topic, outline, first draft, final draft. No surveys allowed. Insist on a thesis statement – (harder to plagiarize here- normally students require a lot of help with narrowing their topic) Suggest topics such that plagiarism is difficult Give students a grading grid which lists the criteria used for grading Direct students to the Writing Center website for help with citing issues Direct student to the Writing Center website – on how to avoid plagiarism The department uses SafeAssign (a software program) to check for plagiarism. Papers should be run through this software to detect plagiarism. Please contact Andrea Waddle for details.

Professor Simran Sahi is is available to help you at all times. If you are teaching a WI course, please meet her during the course to discuss the suitability of topics and your grading.

**Grading Criteria:**
Instructors should define grade standards for their courses, and determine whether students meet or exceed them. Two grading systems exist in the University: A-F and S-N. The levels of achievement are:

A: outstanding achievement relative to courses’ basic requirements
B: achievement significantly above courses’ basic requirement
C: achievement meets basic course requirements
D: achievement worthy of credit though not meeting course requirements in every respect
F: achievement fails to meet basic course requirement
S: satisfactory achievement in the course; generally a "C" or above
N: achievement not satisfactory in the course
Note that instructors can now assign +/- grades to students, with the exception of A+ and D-.
You should set reasonable standards for the course, and end up with a 'mix' of grades. Mention your grading policy in the syllabus and always adhere to it. List the specific assignments (papers, exams, etc.) to be used in grading and the weights or points attached to each element. Provide clear and specific grading criteria for papers and projects to both students and graders. Make sure you return assignments as soon as possible, and definitely a week or two before any exam. If you are a first-time instructor, be sure to contact Professor Sahi to discuss your grade distribution before you hand in your final grades.

Instructors should retain graded material (including final exams and assignments not returned) for a minimum of one semester. Students have the right to a timely review and an opportunity to discuss their grades with the instructor and are also entitled to an explanation of the criteria used to evaluate their work. Grade books, (online or paper) both current and past, must also be retained by instructors. When you complete your studies here and are preparing to leave, please turn in all grade books and other teaching related material to Professor Sahi or Caty Bach.

Instructors are required to submit grades electronically (an excel spreadsheet) to Professor Sahi on the due dates (within 72 hours after the final exam). We will then post grades for your students. Grades must be reported for every name on the course list. You can download the class list at http://www.umreports.umn.edu. You will need to log in with your university id. Grades are available online for students a few days after they are submitted. Under state law, neither you nor the department is to give out grades over the phone. Exams, papers, or homework should not be left unattended, e.g. in a box in the hallway, etc. No grades are to be posted outside doors.

Non-Native English Speaking TAs:

If your native language is not English, you should be aware that students may have trouble understanding what you say. Even if your command of the English language is excellent, a foreign accent can be a barrier to good communication.
As a TA, you have an obligation to make sure that your students can understand your speech. One way to create a comfortable environment in the class is to mention at the outset that your accent may be different from that of the students. Tell them you are willing to clarify or repeat a point if it has not been understood. Also take care to speak slowly and clearly. Be sure to face the class as you talk to them. Write all main points on the blackboard, and make sure you speak to the class, not to the blackboard.

English Proficiency of Students:

Students may sometimes complain that they are not well versed in the English language, and request preferential treatment from you. During class, all students are to be treated equally with respect to the material taught, grading, and performance evaluation. Students can receive extra help from you during office hours. Grammatically incorrect English can be tolerated as long as it is understandable; if the student's answers are incomprehensible, then she or he must be graded accordingly. Most students are required to take the Test of English as a Foreign Language (TOEFL) if English is not their native language.

Students with Disabilities:

Students with documented disabilities require certain accommodations based on their disability and needs. If a student tells you that she or he has a disability, they should first contact Disability Services at 626-1333. If you receive notification from this office, you can have special accommodations for a particular student. All students are to be treated equally in class otherwise.

Academic accommodations for disabled students may include sign language interpreters, readers, lab/library assistants, course and program modifications, test accommodations, classroom relocations, and alternate print formats. Some accommodations, e.g. sign language interpreters, are provided by the Office of Disability Services. If you need help implementing a requested accommodation, contact Professor Sahi. Again remember that all disabled students must contact Disability Services before any accommodation can be made.
Extra work for a higher grade:

CLA and University Policy states that no student is to be allowed to do extra work for credit in order to boost up a 'poor' grade, unless all students in the class are given the same opportunity.

ADMINISTRATION

Office Hours:

All graduate student instructors and assistants with 50% appointments must hold a minimum of two hours of office hours each week. Please schedule hours at different times during the week so that they will be convenient for students with varied schedules. **Strict adherence to maintaining office hours is expected.** Complaints regarding non-observance of office hours will be taken very seriously and may affect your future teaching appointment. Please keep your office door open during office hours.

If there is an emergency or problem that keeps you from observing your office hours, you must notify the department office, explain your situation, and reschedule the hours.

Office hours 'by appointment' cannot substitute for regularly scheduled office hours. They are however a valuable supplement for students who have conflicts with your scheduled office hours. Instructors for evening courses should schedule office hours at times convenient to their students, preferably in the evenings. If students contact you by email, you are expected to reply to their queries within 24 hours if possible.

Missing Class:

You are expected to meet all assigned classes. If an unavoidable conflict develops, you must strictly adhere to the following procedures:

Cases with advance warning:
You **must** notify Professor Simran Sahi at least two weeks in advance and you **must** arrange for a substitute teacher. For example, students on the job market will need to make alternative arrangements to cover their classes when they travel for campus visits. Missing class for personal holidays is not acceptable and may lead to termination of your appointment.

Cases without advance warning:
**Cases without advance warning** includes sudden illness, accidents or medical emergencies. It does **not** include malfunctioning alarm clocks, oversleeping etc...

(1) Try to find a substitute to teach the class. The department office **must** be informed of any substitutions. Remind the substitute about the class!

(2) If finding a substitute is not possible, arrange for someone to go to the classroom and announce the cancellation of class. Request that the notice of the cancellation be written on the blackboard. Please do not expect the department office staff to do this -- sometimes there may be only one person in the department office, and it is not possible to leave the office unattended.

In any event, you must notify the department office and/or Professor Sahi as soon as possible. Teaching assistants must also notify the instructor of the course, and follow the instructor's guidelines for finding a substitute or making up the recitation.

Academic Dishonesty:

Scholastic dishonesty is any act that involves misrepresentation of a student's own work or that violates the rights of another student with respect to academic work. Instructors are responsible for minimizing academic misconduct by providing clear guidelines of course expectations. All incidents of scholastic misconduct are to be reported to Professor Sahi, who will then contact the OSCAI (Some tips for proctoring exams are given in Appendix 2.)
Incomplete Grades:

Giving an Incomplete (I) grade:
An "I" grade is to be given only in exceptional circumstances. An Incomplete is not appropriate in cases where students feel they have done poorly on the final examination or where students fail to take the final because they expect to do poorly. A grade of "I" would be appropriate if a medical emergency prevents a student from taking a final exam at the scheduled time or from attending a large part of the class. Arrangements should be worked out between the student and instructor before the final exam. Please consult Dr. Sahi BEFORE you agree to an Incomplete. Please let the student know that the Incomplete has to be made up within one year, and that department policy requires that a student retake the class in a subsequent semester, completing all assignments and taking all exams. Once a grade has been given for a course, it cannot be changed to an "I" later.

Making up an Incomplete Grade:
1. There may be some students requesting permission to sit in on your class as an unregistered student making up an Incomplete ("I") from a previous semester. Department policy requires that students making up an Incomplete repeat the course in its entirety. No homework or exam scores may be transferred from the previous semester.

2. Students must make up an Incomplete within one year. (See "Note" below.) If a student is in your class to make up an Incomplete, ask the student when he or she originally received the Incomplete grade. If it is over a year ago, it is too late to make up the Incomplete; and the student must re-register for the course. Refer the student to Professor Sahi in case of problems.

3. Once you grant permission for the student to make up an Incomplete in your class, please tell the student to immediately visit the department office (4-101 Hanson Hall) to fill out the "Incomplete Form." (See a copy of the form in Appendix 3.)

4. You should receive a copy of the Incomplete form from the student at the beginning of the semester, and should retain it until the end. At the end of the semester, please indicate the grade earned by the student on this form, sign it, and submit it to the department office. For large lecture Principles courses, instructors are responsible for the Incomplete forms and for submitting grades.

5. The department office will process the necessary documents to put through the change of grade.

Note: Although a grade of "I" will lapse to an "F" after one semester, the Department of Economics will allow students one year to make up an Incomplete (i.e., an "I" received Spring 2010 must be made up by the end of Spring 2011). If the "I" is made up within one year, the "I" (or the "I" that has lapsed to an "F") will be changed. After one year, the student must re-register for the course and pay tuition.

Class Disruption:
Instructors are responsible for maintaining order and a positive learning environment in the classroom. Students with disruptive behavior should be asked to leave. Please inform Dr. Sahi of this. Students whose behavior suggests the need for counseling or other help should be referred to their College Advising Office (575 Heller Hall - Social Sciences Advising Community -for Economics majors). The department mentions the University Student Conduct Code – on a sheet which is attached to every undergraduate economics syllabus. Students are expected to adhere to this code.

Examinations:
Students are expected to take all exams at the scheduled time. You should not make arrangements for individual students, e.g. the student who tells you in the middle of the winter semester that he or she has just bought a non refundable discount ticket to Florida on a plane that leaves the day before the final. Putting the date and time of the final on your syllabus and announcing the date in class puts students on notice as to what is expected of them. There are important advantages in being clear about your expectations from the very beginning.
You are also expected to adhere to the published schedule for final exams. It is inappropriate to move an exam date for your personal convenience. If it is necessary to reschedule an exam, see Caty Bach about the required paperwork for rescheduling.

Make-Up Exams:

This is the text of University policy regarding make-up exams:
“Students should not be penalized for absence due to unavoidable or legitimate circumstances. Such circumstances include, but are not necessarily limited to, verified illness, participation in athletic events or other group activities sponsored by the University, subpoenas, jury duty, military service, and religious observances. It is the responsibility of the student to notify faculty members of such circumstances as far in advance as possible. It is the responsibility of faculty members to provide make ups for major examinations, ordinarily including midterm and final examinations. Should unusual situations make this impractical, appropriate alternative arrangements should be approved by the department chair. Except for major examinations, for which accommodations must be made by the instructor, special arrangements for absences are at the instructor's discretion in the course concerned”.

Also, if a student has three final exams within a 16 hour period or has a conflict with another final exam, he or she is entitled to a make-up exam for one of these.

Any other request for a make-up exam (midterm or final) must be dealt with on a case by case basis. Generally, make-up exams can be scheduled only for students who were sick (with appropriate documents), or had some other unforeseen problem; (you should always request written proof). You should not schedule make-up exams under any other circumstances, i.e. due to vacation plans etc... Ask Professor Sahi or Caty Bach for details. Large Lecture instructors will receive details about procedures for their common make-up final exam. Your syllabus should clearly state valid reasons for being allowed to take a make-up exam, the documentation required, and the procedure for making up the work.

Important: At the end of each semester, the department schedules a time for make-up exams. If students are unable to take your regularly scheduled exam, you are encouraged to utilize the scheduled make-up. Caty Bach distributes a notice to this effect towards the end of the semester. If you need to schedule a separate make-up exam, please inform Caty (or the front office staff). She will help you get a room from the Scheduling Office. Please do not let the student(s) take an exam in a room where other people (non-students) are present, as in a library, office, or lounge. It is best and easiest to make space arrangements in advance.

Course permission Numbers for entering closed classes:

Course overrides are given to students through “magic numbers” or “Course Permission Numbers”. It is a tool to allow students to register for closed courses where all seats have been filled. Please inform your students that no course permission numbers are given out for any economics course.

Student Attendance:

Students are responsible for material covered in all scheduled class meetings. Many instructors find it helpful to emphasize this point during the first class meeting and by mentioning it on the syllabus. A student who wants to miss half the class everyday to leave for work should be advised to take the course some other semester when the conflict can be avoided. You do not have to take attendance in your class.

In spite of the best of intentions, students may miss class(es), and may want to make up the missed material. You are encouraged to be sensitive to legitimate conflicts and emergencies; but this does not mean that you have to repeat the lecture or lend them your notes. Students should be encouraged to borrow notes from friends, and can consult you during office hours for reasonable help.

Note taking Services and Videotaping by professionals:
Some organizations run a note-taking service for large lectures. The University does not endorse note-taking services on campus, but it does not prohibit instructors from participating with these services. Instructors of large lectures may be approached by representatives of a note-taking organization. You can refuse or allow note taking in your class. Contact Professor Sahi for clarification.

The Department policy on videotaping of any Economics class is that the person requires written permission from the Chair, Prof. Chris Phelan. No one other than Professor Sahi or Andrea Waddle is to videotape or sit in on your class (other than support staff from the Minnesota English Center, who videotape foreign students as a part of their English classes).

**Sexual Harassment:**

The University has a strict sexual harassment policy that prohibits any behavior that might be construed as sexual harassment, including apparently consensual sexual relationships with subordinates or students. Your status as an instructor obligates you to act responsibly and guard against abuse of authority in such matters.

**Student Complaints:**

If a student's concerns about grading (or any other course problem) cannot be resolved by the instructor or TA, they should be referred to Professor Simran Sahi. The department has a specific complaint procedure whereby the student fills out a complaint form (obtained from the department office), submits it to the DUGS, and gets a written response within ten working days. If the student is not satisfied, she or he can take the complaint to the department Chair and then to the CLA Scholastic Conduct Committee or to the Student Ombudsman Service. Instructors are notified of all complaints about them. (Appendix 4 is a copy of the Complaint Form.)

**Departmental Matters:**

1. **Administrative Help:** The department offers you very limited administrative help. This includes photocopying syllabi and exams, depending on staff availability. Note that you must submit photocopying requests at least 24 hours before you need them. This is very important. Contact the departmental office staff for more details.

2. **Supplies:** You receive some office supplies (6 note pads and 6 pens or pencils per semester) if you are an instructor or a recitation leader. Please collect them from the department office before the start of every semester.

3. **Office Space:** All TAs are assigned offices in Hanson Hall on the third floor. All offices are shared by a number of graduate students. Please keep your desk and room clean and tidy, and be sure to put your name on the door and on your desk.

4. **Addresses:** The main office must be informed of your current address and home/cell phone number, and of any change arising in these. According to University policy, we do not give out your home phone number or address to any students.

5. **Computer help:** Please contact CLA Help for all matters pertaining to the use of departmental computers, printers, other hardware, software, internet access, etc.

For more information on University policies, please refer to the CLA Classroom, Grading, and Examination Procedures Handbook produced by the College of Liberal Arts. Please be sure to contact Professor Sahi or Andrea Waddle with questions or concerns pertaining to your teaching.
TRAINING FOR TEACHING ASSISTANTS

TA Training at the start of the year:
Teaching Assistant training is mandated by the Minnesota Legislature. The Department organizes a week long TA Training Program and New Student Orientation for all new TAs and graduate students (last week of August). The University’s Center for Teaching and Learning (CTL) also offers a two-day workshop, the August 2013 Teaching Enrichment Series (Tuesday and Wednesday, August 27 and 28, 2013). It is mandatory for all new Economics’ TAs to attend all events at the department TA Workshop, and to attend the CTL workshop on August 27 morning.

For 2013-2014, the Economics Department TA Training Seminar will be held from August 26-30, 2013.

Year-long TA Training:
The department maintains a year-long TA Training program. We offer seminars lead by teaching experts. Recording your teaching and site visits to your class also play an integral part in this program. We hold meetings each semester where we discuss different methods of teaching or ways to deal with common problems. While it is mandatory for new TAs to attend these seminars, experienced TAs are encouraged to attend as well.

If during the academic year you find that you have problems with teaching a particular class, with particular students, or any other predicament, please contact Professor Sahi or Andrea Waddle. They can suggest ways to deal with your problems with minimum effort on your part.

Preparing Future Faculty program
This program “provides a teaching and learning forum for graduate students and post-doctoral fellows at the University of Minnesota. Program participants discuss learning theory and strategies, develop teaching and assessment skills, create classroom and job search materials, and work with faculty from regional institutions” (CTL webpage, http://www1.umn.edu/ohr/teachlearn/graduate/pff/index.html ) Please contact Professor Sahi if you are interested.

TEACHING EVALUATIONS

The department has a standard evaluation procedure.

1. As at almost all colleges and universities, you are evaluated by your students using standard university forms. This information is made available to the Director of Undergraduate Studies (Professor Simran Sahi) and to you. You should consult with her if you have any concerns about student evaluations.

2. Departmental evaluations are carried out by the Director of Undergraduate Studies and the TA Mentor (Andrea Waddle for 2013-14) making unannounced site visits to your class at least once during the academic year. Constructive feedback will be given to you to help improve your teaching style. If the first visit results in an evaluation of ‘poor’ or worse, a subsequent site visit is arranged, with the hope that teaching will have improved. While the purpose of these visits is to work with TAs to insure an overall high quality level of teaching in the department, you must be aware that your future appointments may be in jeopardy if your teaching performance continues to be inadequate.

3. Recording teaching in one class is mandatory for all TAs and instructors who are teaching for the first time. The recording is viewed and discussed with you, and supportive advice on improving your teaching style is given.

4. You must undertake mid-semester student evaluations as well as end-of-the-semester evaluations. The forms and instructions will be placed in your mailboxes at the appropriate times. Please note that this is mandatory for all TAs.

Dr. Simran Sahi's cell phone # 612-616-5719. Please note this number and add it to your cell phone directory. Please contact her if you have any questions/concerns about teaching.
INSTRUCTOR: __________  ECONOMICS __
OFFICE: __________  TIME: __________
PHONE: __________  ROOM: __________
OFFICE HOURS: ______
E-MAIL ADDRESS: __________________________
TAS: ___________________, ___________________

GIVE THE WEBPAGE URL FOR THE COURSE- on Moodle2

BRIEF INTRODUCTION TO THE COURSE (5 - 15 lines)
--Write about (1) the goals of the course, i.e. what you want the students to learn and 

(2) course content/short course description--

TEXT BOOK: ______(read or supplementary) ______, available at the University Bookstore on the East Bank.
AUTHOR: ____________________________________________
OTHER READINGS: ________________, available at _______

RECITATIONS:
If there are recitation sections, mention the purpose of the recitations, and what will be covered during them.
Mention the names of the TAs, their office rooms, office hours, and contact information.

HOMEWORK ASSIGNMENTS:
1. Give total number of homework assignments - give calendar of due dates
2. Give instructions about the format; i.e. all homework is to be typed, all homework is to be turned in by the due date, no late assignments are to be accepted etc.....Mention if any of the homework grades will be dropped; also specify very clearly whether working together on homework is permitted or if everyone is to work independently. Specify penalties for late assignments (if accepted).

EXAMS:
Mention number of exams
MIDTERM EXAM: ____________ (give date, room, time; or give tentative date)
FINAL EXAM: ________________ (give date and room number, and time)

COURSE GRADING POLICY:
Exams and assignments will determine the final grade as follows:
Homework assignments: _______
Midterms: ________________%
Final: _________________
Mention the format of exams - multiple choice, true/false, or essay questions; give number of questions on the exam.
Mention the grading scale as well - given below.
RULES:

1. Give rules about midterms and makeup exams, or you can write: Make ups are possible only under extenuating circumstances, such as a sudden illness, and must be accompanied by a doctor's verification; also the instructor, the TA, or the department office (625-6353) must be notified that the student will be unable to come for the exam, prior to the exam.

2. Give rules about the final exam: Again, make ups are possible only if the student has another exam scheduled at the same time, or has three exams within a 16 hour period. In those cases, students must make prior arrangements with the instructor. The date and time for your final is listed on Onestop (the University website). Be sure to include the date and time on your syllabus. Remember to announce the date, time, and room number during the last week of classes.

3. For students who have registered S/N, a grade of "C-" is necessary to receive an "S".

4. Mention any other course expectations - term paper, project, presentation, and/or others.

5. For a writing intensive course, mention all details regarding the assignment.

GRADING SCALE:

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<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>92%-100%</td>
<td>A</td>
</tr>
<tr>
<td>90%-91%</td>
<td>A-</td>
</tr>
<tr>
<td>88%-89%</td>
<td>B+</td>
</tr>
<tr>
<td>82%-87%</td>
<td>B</td>
</tr>
<tr>
<td>80%-81%</td>
<td>B-</td>
</tr>
<tr>
<td>78%-79%</td>
<td>C+</td>
</tr>
<tr>
<td>72%-77%</td>
<td>C</td>
</tr>
<tr>
<td>70%-71%</td>
<td>C-</td>
</tr>
<tr>
<td>68%-69%</td>
<td>D+</td>
</tr>
<tr>
<td>60%-67%</td>
<td>D</td>
</tr>
<tr>
<td>0 - 59%</td>
<td>F</td>
</tr>
</tbody>
</table>

COURSE OUTLINE:

Your syllabus should include an outline of the course linking major topics to the chapters in the text and/or other assigned readings. Some instructors find it useful to provide a complete listing of topics by class meeting.

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>CHAPTER</th>
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Miscellaneous:

1. You might add a statement with information about sources where students can obtain help if they have problems with the course - a writing lab, math tutoring, econ tutoring and others.

2. If you expect your students to use the course website, provide them with a very short tutorial on the basics.

Material in **Appendix 1B (next)** is attached to every undergraduate syllabus in the department.
CLASS ASSIGNMENTS:
Written answers to homework assignments must be typed; Graphs and numerical work need not be typed, but should be legible.

COURSE PREREQUISITES:
Students are expected to have successfully completed all prerequisites prior to taking an Economics course.

DISABLED STUDENTS:
Reasonable accommodations will be provided for all students with documented disabilities (by the OSD). Contact the instructor at the beginning of the semester to work out details. This information will be kept confidential.

STUDENT MENTAL HEALTH AND STRESS MANAGEMENT:
As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. Information about confidential mental health services available on campus: http://www.mentalhealth.umn.edu/.

DROPPING A CLASS:
Termination of attendance alone is not sufficient to drop a class. You must notify the Registrar’s office. Please contact your academic (college) adviser for details on this process and pay attention to University deadlines for add/drop.

INCOMPLETE GRADE:
Low class standing is not a valid reason for an Incomplete grade. An I is given only in exceptional circumstances like family emergencies or hospitalization; arrangements must be worked out between the student and instructor before the final exam. We require written proof of emergencies. Details about I grades and how to make it up - in the Economics Undergraduate Handbook.

MAKE-UP EXAMS:
Make up exams are possible for the final exam only if the student has another exam scheduled at the same time, or has three exams within a 16 hour period. This should be pre-arranged with the instructor at least three weeks before the final exam. Make up final exams may also be possible for documented medical emergencies.

SCHOLASTIC DISHONESTY:
"The College of Liberal Arts defines scholastic dishonesty broadly as any act by a student that misrepresents the student's own academic work or that compromises the academic work of another. Examples include cheating on assignments or exams, plagiarizing (misrepresenting as one's own anything done by another), unauthorized collaboration on assignments or exams, or sabotaging another student's work".
The University Student Conduct Code defines scholastic dishonesty as “Submission of false records of academic achievement; cheating on assignments or examinations; plagiarizing; altering, forging, or misusing a University academic record; taking, acquiring, or using text materials without faculty permission; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement.”
Penalties for scholastic dishonesty of any kind in any course will entail an "F" for the particular assignment/exam or the course.
Please check this website for information on Student Academic Misconduct -- http://www1.umn.edu/oscai/integrity/student/index.html

STUDENT CONDUCT AND CLASSROOM BEHAVIOR:
Students are expected to contribute to a calm, productive, and learning environment. Information on student classroom behavior issues is at: http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.html . Check the Student Conduct Code to find out what is expected of you.

STUDY ABROAD IN ECONOMICS:
The Department encourages you to undertake Study Abroad. There are many courses in foreign countries that can satisfy some economics major, minor, or Liberal Education requirements. For more information, please contact our Undergraduate Advisor, Ms. Madhu Bhat, or the University’s Learning Abroad Center at http://www.umabroad.umn.edu/.

UNDERGRADUATE ADVISER:
Contact the Undergraduate Adviser if you wish to sign up for an Economics major or minor or to get information about institutions of higher study. Your APAS form will list your progress toward an Economics degree.
Adviser: Ms. Madhu Bhat  ( econadv@umn.edu )  
Office:  4-100 Hanson Hall  (office hours are posted on the door)  Phone number: 612-625-5893

UNDERGRADUATE HANDBOOK:
Available on the Internet at: http://www.econ.umn.edu/ Click on Undergraduate Programs. Registration policies are listed in the University Course Schedules and College Bulletins.

COMPLAINTS OR CONCERNS ABOUT COURSES:
All course grades are subject to department review.
Please contact your instructor or TA if you have any complaints/concerns about the course. If your concerns are not resolved after talking with your instructor, you can contact: Professor Simran Sahi, Director of Undergraduate Studies  
(Phone): 612-625-6353 and E-mail: ssahi@umn.edu.
APPENDIX 2

TIPS FOR EXAM PROCTORS

PLEASE MENTION AT THE BEGINNING OF ANY EXAM- THAT ANY FORM OF SCHOLASTIC DISHONESTY WILL BE DEALT WITH HARSHLY; STUDENTS WILL RECEIVE AN F FOR THE COURSE AND A COMPLAINT WILL BE FILED WITH THE UNIVERSITY OSCAI (Office for Student Conduct and Academic Integrity).

1. Seat students as far as possible from one another. If your regular classroom is full, you can request a different room for your final to allow every-other-seat seating.

2. Announce at the outset that all books, papers, notes, cell-phones, laptops, etc.. are to be put in the school bags, with the bags zipped up; i.e. nothing should remain on the student's desk except a pen/pencil, and calculator (if allowed by the instructor).

3. Announce that there is to be no talking or discussion between students during the exam; all questions must be directed to the proctor.

4. Walk up and down the aisles at all times to check on the students. Among the many ways that students commit scholastic dishonesty is to look down at their smart phones for class material. Please be very aware of this.

5. Respond appropriately to the students if they have a question or problem about the exam. You should help students understand the question but do not in any way, give the answer to any question.

6. If you notice any students discussing something among themselves, ask them to stop immediately, and ask one of them to move and sit elsewhere. If they refuse, mention that you will be forced to report it to the department office. Please take down their names and i.d. numbers and let Professor Simran Sahi know.

7. If you notice that a student has some extra sheets of paper or 'crib' sheets on the desk, take the exam and the crib sheets from the student, ask the student to come with you, go to the nearest phone, and call the main office at 625-6353. Then ask the student to go back with you into the room, keep the exam and crib sheets with you, and wait for someone to come over. If the student does not cooperate and does not hand over the exam or the extra sheets, do not forcibly take them. Instead go to the nearest phone and call us. Also, if any such case arises, take down the names of at least two to three other students sitting near the accused. These individuals may be necessary to provide evidence.

8. If problems arise while you are proctoring the exam and you cannot contact the front office (this can happen if the exam is scheduled late in the evening), keep all materials with you (including all the crib sheets, exam, name and id number of the students), and then turn them over to Professor Sahi the next day along with a complete explanation of what happened. However, after taking away the exam and crib sheets from the student, give him/her another new exam, note on it that it is a second exam, note the time it was handed out, and let the student work on this exam till finishing time. If you need to contact someone after office hours, Professor Sahi's cell phone is 612-616-5719.

9. For large lectures, tell the students to bring their ID cards to the exam (do this before the day of the exam!). You can walk around and randomly check some IDs while students are taking the exam.
APPENDIX 3
UNIVERSITY OF MINNESOTA
Department of Economics

FORM FOR MAKE-UP OF AN INCOMPLETE GRADE BY REPEATING COURSE

Instructions for Students:

Students must make up Incompletes within one year - DO NOT register for the course in which you are making up an "I" grade.

For students making up Incompletes after one year: students MUST RE-REGISTER for the course.

A. Student’s Name: ___________________________________________
   I.D. #: ___________________________________________________

B. Fill in the information below for the course you originally registered for and received an "I":

   Course # and Section #: ______________________________
   Semester and Year: ______________________________
   Instructor’s Name: ___________________________________

C. Fill in the information below for the course you are now taking to make-up the incomplete:

   Course # and Section #: ______________________________
   Semester and Year: ______________________________
   Instructor’s Name: ___________________________________

D. Instructions to Instructor named in C above:

   The student must do all the work required for your course just like a regularly registered student.

   Please return this form to 4-101 Hanson Hall indicating the grade earned by the student:
   (The student’s name will not be on your class list - this is the only way to let us know the grade)

   Grade earned: ______________________________

   Instructor’s signature: ______________________________

   Date: ______________________________

IMPORTANT: Do NOT enter this grade on your regular Grade Report for your course. Please send it to Simran Sahi in an email.

   THIS FORM IS TO BE FILLED OUT BY THE STUDENT AT THE BEGINNING OF THE SEMESTER, AND GIVEN TO THE INSTRUCTOR.
APPENDIX 4
UNDERGRADUATE COMPLAINT FORM

STUDENT’S NAME: _________________________________________________

DATE: ___________________________________________________________

ADDRESS: ________________________________________________________

PHONE NUMBER: ___________________________________________________

------------------------------------------------------------------------

INSTRUCTOR OR T.A.: _____________________________________________

COURSE: _________________________________________________________

You are encouraged to speak to your T.A. or instructor about any problems before completing this form. You must speak first to your T.A. or instructor if your complaint concerns a grade or examination or assignment.

Please express the nature of your complaint and provide copies of any relevant materials you may have. Remark on any conversations with the T.A. or instructor concerning this matter.

Do you have any suggestions as to the appropriate remedy in this situation?

------------------------------------------------------------------------

YOUR COMPLAINT WILL BE REVIEWED. A WRITTEN DECISION MAY BE PICKED UP IN THE DEPARTMENT OFFICE (4-101 Hanson Hall) IN 10 WORKING DAYS. CONFIDENTIALITY WILL NOT BE MAINTAINED UNLESS SPECIFICALLY REQUESTED BELOW:

Do you object to the instructor’s or T.A.s knowing who made this complaint? (yes or no)

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Responsibilities of Instructors

This form is intended to clarify expectations and responsibilities of Instructors. 
Please consult the TA Mentor or Professor Simran Sahi if you have any questions/concerns.

Course Title: _________________________  Instructor name: _____________________________

Primary responsibilities:
- teach lecture
- create and select class materials
- include real-world material and examples
- hold office hours - mandatory 2 hours per week plus additional hours if needed
- prepare syllabus, course policies, homework assignments, answer keys, and exams
- provide feedback to students on assignments and exams
- assign all course grades and keep class records/grades on hard drive as well as paper
- maintain contact with grader
- Maintain class website
- conduct review sessions if necessary
- proctor exams
- notify students of important class announcements
- clarify class/university policies (and communicate them on the website)
- submit assignments and exams for photocopying at least 24 hours in advance
- be familiar with reserve policies at the Wilson library
- attend Teaching Workshops at the U
- All other miscellaneous and administrative duties

Important Notes:
Arrive at class at least five minutes early. Teach all classes. Learn student names.
You are expected to be familiar with all class material and answer student questions regarding these materials.
Please consult the TA Mentor or Simran Sahi or Caty if you do not know the answer to any academic or administrative question.

Course overview:
Course Goals/Objectives: To introduce students to the particular field of Economics - basic issues, relevance
Students’ background: Generally students are economics majors, but we do get others as well.

Instructor Performance Evaluation/Feedback:
There will be a formal class observation by the DUGS (Prof. Simran Sahi) and the TA Mentor during Fall; and recording of teaching in Spring.
Student evaluations include mid-semester and end of the term evaluations.
All evaluation is geared towards constructive feedback and help with your teaching.

Some parts of this handout have been taken from the CTLS’ Faculty and Instructional Staff Handbook, 2003.
APPENDIX 6  
DEPARTMENT OF ECONOMICS  
Responsibilities of Instructors (who supervise TAs)

This form is intended to clarify expectations and responsibilities of Instructors who supervise recitation TA’s. Please consult the TA Mentor or Professor Simran Sahi if you have any questions/concerns.

Primary responsibilities:

- teach lecture
- create and select class materials
- include real-world material and examples and concentrate on international perspectives
- hold office hours - mandatory 2 hours per week plus additional hours if needed
- Supervise TAs - assign them duties/ material to cover in each recitation - give written instructions
- prepare syllabus, course policies, homework assignments, answer keys, and exams
- provide feedback to students on assignments and exams
- assign all course grades and keep class records/grades on hard drive as well as paper
- maintain constant contact with all TAs and graders
- Maintain class website
- conduct review sessions if necessary
- proctor exams along with TAs
- notify students of important class announcements
- clarify class/university policies (and communicate them to TAs in writing and verbally)
- duplicate/photocopy material -submit at least 24 hours in advance
all other miscellaneous and administrative duties

Important Notes:

Please insist that all TAs attend all class lectures.
If TAs are assigned to two courses, ask them to attend alternate classes in each lecture.

Arrive at class at least five minutes early.

Mandatory weekly TA/Instructor Meetings - make sure you and the TAs attend all of them.

You and the TAs are expected to be familiar with all class material and answer student questions regarding these materials.

Please consult the TA Mentor or Simran Sahi or Caty if you do not know the answer to any academic or administrative question.

Course overview for Econ 1101, 1102:

Course Goals/Objectives: To introduce students to the field of Economics - basic issues, language, relevance

Students’ background: Generally students are freshmen; but can be older students as well. This is their first exposure to Economics - remember that!

Instructor Performance Evaluation/Feedback:

There will be a formal class observation by the DUGS (Prof. Simran Sahi) and the TA Mentor during Fall; and recording of teaching in Spring.
Student evaluations include mid-semester and end of the term evaluations.
All evaluation is geared towards constructive feedback and help with your teaching.

Some parts of this handout have been taken from the CTLS’ Faculty and Instructional Staff Handbook, 2003. 
http://www1.umn.edu/ohr/teachlearn/facbook.pdf
APPENDIX 7

DEPARTMENT OF ECONOMICS

Recitation TA Responsibilities

This form is intended to clarify expectations and responsibilities of recitation TA's.
Please consult the instructor, the TA Mentor, or Professor Simran Sahi if you have any questions/concerns.

Instructor name:___________________________ TA name:  __________________________________

Primary responsibilities:
- teach recitation sections; get to know your students (print class pictures and memorize names)
- take notes on lecture; attend all lectures
- hold office hours - mandatory 2 hours per week
- lead discussions/answer questions, facilitate activities in recitation sections
- grade homework assignments and exams if needed
- provide feedback to students on assignments and exams
- assign course grades (depends on Instructor requirements)
- keep class records/grades on hard drive as well as paper
- maintain constant contact with instructor and other TAs
- conduct review sessions; proctor exams
- set all expectations on first day of class; be well prepared for class; be confident
- distribute/collection assignments and/or handouts; notify students of important class announcements
- create an environment in class where students feel comfortable asking questions
- clarify class/university policies (lateness, due dates, assignment/test make-up, cheating, etc. - make sure you are familiar with all; if not, consult the instructor)
- do not undermine the Instructor’s authority or criticize her/him
- others: as assigned by department or instructor

Important Notes:
Attend all class lectures if you are assigned to one course.
If assigned to two courses, please attend alternate classes in each lecture.
Arrive at class or recitation section at least five minutes early.

Mandatory weekly TA/Instructor Meetings - make sure you attend all of them.
For office hours, be a tutor; do not repeat lecture
Do not solve students’ problem sets; instead explain concepts if needed
You are expected to be familiar with all class material and answer student questions regarding these materials.
Please consult someone knowledgeable if you do not know the answer to any academic or administrative question.

Course overview for Econ 1101, 1102:
Course Goals/Objectives: To introduce students to the field of Economics - basic issues, language, relevance
Students’ background: Generally students are freshmen; but can be older students as well. This is their first exposure to Economics - remember that!

TA Performance Evaluation/Feedback:
There will be a formal class observation by the DUGS (Prof. Simran Sahi) and the TA Mentor during Fall, and recording of teaching in Spring.
Student evaluations include mid-semester (please share evaluations with Prof. Simran Sahi) and end of the term evaluations.
(You will receive copies only after Simran has viewed all the evaluations. No one else has access to your evaluations.)
All evaluation is geared towards constructive feedback and help with your teaching.
Some parts of this handout have been taken from the CTLS’ Faculty and Instructional Staff Handbook, 2003.
http://www1.umn.edu/ohr/teachlearn/facbook.pdf
University Counseling & Consulting Services - [http://www.uccs.umn.edu/](http://www.uccs.umn.edu/)

Smart Learning Commons - [https://www.lib.umn.edu/smart](https://www.lib.umn.edu/smart)

On-Campus Writing Assistance - [http://writing.umn.edu/](http://writing.umn.edu/)

Offices of Equity and Diversity – Disability Services - [https://diversity.umn.edu/disability/](https://diversity.umn.edu/disability/)

The Aurora Center - [http://www1.umn.edu/aurora/](http://www1.umn.edu/aurora/)

College of Liberal Arts Undergraduate Programs - [http://ugp.cla.umn.edu/](http://ugp.cla.umn.edu/)

CLA Student Services - [http://class.umn.edu/](http://class.umn.edu/)


(Click on Staff List – you will see that Madhu Bhat is our Economics Undergraduate Academic Advisor)

Center for Teaching and Learning - [http://www1.umn.edu/ohr/teachlearn/](http://www1.umn.edu/ohr/teachlearn/)