

REQUEST FOR **ADDITION** OF NEW COURSE

FORM A ADMINISTRATIVE USE ONLY			
DATE	APPROVED	BY	DATE
APRIL			
MAY			
JUN			
JUL			
AUG			
SEPT			
OCT			
NOV			
DEC			
Effective <u>2/1/2015</u>			

Department	Economics	College	Business
Date	9-2-14		

PROPOSED COURSE DESCRIPTION

Rubric & No.	ECON 7260	Title	Seminar in Applied Microeconomics										
Short Title (≤ 19 characters)	S E M I N A R A P P L M I C R O												
Semester Hours of Credit	3												
If combination course type, # hrs. of credit for	Lecture: _____					Lab/Sem/Rec: _____							
Repeat Credit Max. (if repeatable):	_____ credit hours				Graduate Credit?	<input checked="" type="checkbox"/> Yes			_____ No				
Credit will not be given for this course and:													
Course Type (Indicate hours in the appropriate course type.)													
Lecture	Lab _____	Seminar <u>3</u>	Recitation _____	Lec/Rec _____	Lec/Sem _____	Lec/Lab _____	Res/Ind _____	Clin/Pract _____					
Maximum enrollment per section: (use integer, e.g. 25 not 20-30)	<u>30</u>												
Grading System:	Letter Grade <input checked="" type="checkbox"/>	Pass/Fail _____	Final Exam:**	Yes <input checked="" type="checkbox"/>			No _____						

**** (Attach justification if the proposed course will not hold a final exam during examination week.) ****

Course Description:

(Concise catalog statement exactly as you wish it to appear in the General Catalog)

ECON 7260 Seminar in Applied Microeconomics (3) Empirical microeconomic research tools; state-of-the-art methods and subjects in applied microeconomics including topics in labor, health, public economics, and law and economics.

BUDGET IMPACT (IF ANSWER TO ANY QUESTION IS "YES", ATTACH EXPLANATION.)

If this course is approved, will additional staff be needed?	Yes _____	No <input checked="" type="checkbox"/>
Will additional space, equipment, special library materials or other major expense be involved?	Yes _____	No <input checked="" type="checkbox"/>
Academic Affairs Approval:	(Date)	

ATTACHMENTS (ATTACH THE FOLLOWING TO YOUR PROPOSAL)

JUSTIFICATION: Justification must explain why this course is needed and how it fits into the curricula. Will the course duplicate other courses?

SYLLABUS: Including 14 week outline of the subject matter; titles of text, lab manual, and/or required readings; grading scale and criteria

(For 4000-level, specify graduate student grading criteria if requirements differ for graduate and undergraduate students).

APPROVALS

Department Faculty Approval Date	8-29-14	College Faculty Approval Date	9-30-14
Department Chair's Signature	<i>[Signature]</i> 10/1/14	College Deans Signature	<i>[Signature]</i> 10/1/14
Graduate Dean's Signature	<i>[Signature]</i> 10-17	Chair, FS C&C Committee's Signature	<i>[Signature]</i> 10/21/14
College/Division/Department Contact: (please print)	W. Douglas McMillin	Academic Affairs Approval	<i>[Signature]</i> 11/1/14
Contact Email:	eodoug@lsu.edu	Date	

JUSTIFICATION FOR ECON 7260

Recent developments in various fields of economics require researchers to develop their empirical toolkit. ECON 7260 is tailored to this purpose and is not a duplication of any other course. The goal of this Ph.D. level course is to teach the applications of state-of-the art empirical methods in microeconomics that are applicable to a variety of micro fields, such as labor, health, education, public economics, political economy, crime, law and economics, and even to development economics. Unlike the rest of the micro courses, the content of the course is purely applied and perfectly complements the theory courses and plays a crucial role in understanding real life policies. The core material covers a wide range of topics including but not limited to difference-in-difference models, regression discontinuity designs and synthetic controls.

This course does not duplicate any other course on campus.

LSU
Department of Economics

Prof. Mocan
mocan@lsu.edu

Econ 7260
3140 BEC

Syllabus

This is a graduate survey course in empirical microeconomic research. The aim of the course is twofold: It will introduce the state-of-the-art research methods and tools in applied microeconomics, with a focus on identification of causal relationships. It will also require you to think critically about the existing research and to make an attempt to contribute to the body of knowledge. This is an ambitious agenda, but it has potentially substantial rewards. I will teach the course using the Socratic method, whereby you will be required to be active participants in your own learning. This will involve, with my guidance, critical thinking and independent work during the course of the semester to gain/sharpen skills that will be extremely important during the dissertation phase and beyond. We will cover a lot of material in order to create exposure to a variety of subjects and tools of empirical analysis. Topics will include subjects from labor economics to health economics, from public economics to political economy.

You will make presentations of journal articles. When some other student is presenting a paper, you are expected to have read the paper and are expected to participate with questions and comments about the paper. Furthermore, *for each paper* that is presented, you will write a two-page type-written summary and critique of the article *in your own words*, describing the methods and findings of the article.

You will also write referee reports on papers that are submitted to journals for consideration for publication. In your report you will critique the paper, make suggestions to improve it, and make a determination about its quality and contribution to the literature.

After the first month, I will ask you to come up with one research idea per week. You will write these ideas in detail and submit them to me weekly.

In addition, you will write an original research paper. Early in the semester, you will submit a short proposal (5-6 pages, double-spaced) that includes the discussion of an idea, an explanation of how your idea fits in the literature (which will include a critical discussion of at least 3-4 papers in that literature), the model and the empirical methods, and the data to be employed. This short paper will be graded and feedback will be provided to you. A complete paper with data analysis will be due by the end of semester.

You will need to familiarize yourself with current, state-of-the-art research. An effective way of doing this is to follow working papers of established researchers. The web site of the NBER is a great source for this (www.nber.org). Very interesting research ideas can also be found from daily life. Free copies of the New York Times, which can be obtained from various places on campus, will be a good source.

I expect professional writing. Grammatical errors, typographical errors, and sloppy writing in general are not acceptable. For each and every sentence, you should think about what exactly you are trying to articulate, and whether a reader will understand what you are trying to convey. I will provide material about scientific writing, and you should take a look at the Chicago Manual of Style about style guidelines. Good writing is learned through practice.

Grading:

Attendance is mandatory. You are expected to come to class prepared and are expected to participate in discussions rigorously. Thirty percent of the grade will be based on class presentations of journal articles. I will assign these papers to you a few days in advance. Twenty percent of the grade will be based on participation in discussions while somebody else is presenting a paper, and the quality of the assignments (referee reports, summaries of the papers that are being presented, and the weekly write-up of your research ideas). The empirical project will contribute 25 percent to your grade, and a final exam will contribute another 25 percent. If your weighted average on these items is >89 , you will get an A. You will earn a B if your average is between 80 and 89; a C if the average is between 70-79, a D between 60-69 and F for averages <60 . The topics that will be covered each week can be found below by week number. To succeed in this class, you need to spend at least 10 hours per week studying for this class outside of the classroom hours.

Readings:

There is no particular textbook for the class. A good handbook that covers empirical methods is Mostly Harmless Econometrics by Angrist and Pischke. Princeton University Press, 2009. You may want to purchase a copy as a reference book. We will read numerous journal articles and some selected chapters from Handbook of Labor Economics. This five-volume is great reference for any labor and applied economist. This is an expensive volume, so it is not feasible to purchase. You should also refer to a graduate labor economics textbook throughout the semester. A good one is by Cahuc and Zylberberg. Two important reference books are Labor Demand by Dan Hamermesh, Princeton University Press, 1993; and Labor Supply by Mark Killingsworth, Cambridge University Press, 1983.

Even though you have seen the theoretical models that will be in the background of most topics/papers we will cover, I will lecture and also provide handouts that pertain to basic theoretical models and empirical implementations, including selection models, difference-in-differences, instrumental variables, two-sample instrumental variables, regressions discontinuity.

During the first class we will have a discussion about your particular research interest. Based on that discussion, I will add papers to this list that will be of interest to most students in class. I will inform you ahead of time of papers we will cover in the next two weeks.

Some (not all) of the papers are listed below. Most of the papers or the links to the papers will be posted on my web site. I will provide copies of the other material.

Methods Overview- Introduction to Causality [weeks 1-2]

Angrist, Joshua and Alan Krueger, "Empirical Strategies in Labor Economics, Chapter 23 in The Handbook of Labor Economics, Vol. 3A, pp. 1278-1309.

Meyer, Bruce. 1995. "Natural and Quasi-Experiments in Economics." Journal of Business and Economic Statistics. 13(2): 151-161.

Rubin, 1974, "Estimating Causal Effects of Treatments in Randomized and Nonrandomized Studies," Journal of Educational Psychology, 66, 688-701.

Seltzer and Jablon, "Effects of Selection on Mortality," American Journal of Epidemiology, 1974.

Moffitt, Robert, "Remarks on the Analysis of Causal Relationships in Population Research," Demography, 42:1, February 2005, pp. 91-108.

Hamermesh, Dan "The Craft of Labormetrics" Industrial and Labor Relations Review 53:3, 2000, pp. 363-80.

Dani Rodrik, "The new Development Economics: We Shall experiment, but How Shall we Learn?" NBER WP 2008.

Angus Deaton, "Instruments of Development: Randomization in the Tropics, and the Search for the Elusive keys to Economic Development." NBER Wp 14690.

Differences-in-Differences and Instrumental Variables

Lecture Notes

Angrist and A. Krueger, "Instrumental Variables and the Search for Identification," Journal of Economic Perspectives, Fall 2001.

Bound, D. Jaeger, and R. Baker, "Problems with Instrumental Variables Estimation when the Correlation Between the Instruments and the Endogenous Regressors is Weak," JASA 90[430], June 1995, 443-450.

Angrist, "Lifetime Earnings and the Vietnam Era Draft Lottery: Evidence from Social Security Administrative Records," American Economic Review, June 1990.

Human Capital: Schooling, Experience and Earnings [week 3]

Duflo, Esther. "Schooling and Labor Market Consequences of School Construction in Indonesia: Evidence from an Unusual Policy Experiment." *The American Economic Review*, 91(4):795-813, September 2001.

Brunello, Giorgio, Margherita Fort and Guglielmo Weber. "Changes in Compulsory Schooling, Education and the Distribution of Wages in Europe." *The Economic Journal*, 119(536):516-539, March 2009.

Oreopoulos, Philip. "Estimating Average and Local Treatment Effects of Education when Compulsory Schooling Laws Really Matter." *The American Economic Review*. 96(1):152-175, 2006.

Angrist and Krueger, "Does Compulsory Schooling Attendance Affect Schooling and Earnings?," Quarterly Journal of Economics 106, November 1991, 979-1014.

Miller, Paul, Charles Mulvey and Nick Martin, "What do Twins Studies Reveal About the Economic Returns to Education? A Comparison to Australian and U.S. Findings" 1995, American Economic Review, 1995, 85:3, pp. 586-99.

Ashenfelter, Orley and David Zimmerman, "Estimates of the Returns to Schooling from Siblings Data: Fathers, Sons and Brothers," The Review of Economics and Statistics 1997, 79:1 pp. 1-9.

Psacharopoulos, George, "Returns to Investment in Education: A Global Update," World Development, 1994, 22:9, 1325-43.

Individual Wage Determination and Discrimination [week 4]

James Heckman, "Detecting Discrimination," Journal of Economic Perspectives, 1998 12:2, pp.101-6.

Kenneth Arrow, "What Has Economics to Say About Racial Discrimination?" Journal of Economic Perspectives 1998; 12:2, pp. 91-100.

Brown, Charles, "Equalizing Differences in the Labor Market," Quarterly Journal of Economics, 1980, 94:1, pp. 113-34.

Nardinelli, Clark and Curtis Simon, "Customer Discrimination in the Market for Memorabilia: The Case of Baseball," Quarterly Journal of Economics, 1990, 105:3, pp. 575-95

Bertrand Marianne, and Sendhil Mullainathan, "Are Emily and Greg More Employable than Lakisha and Jamal? A Field Experiment on Labor Market Discrimination." American Economic Review, 2004, 94:1, pp 991-1013.

Blinder, Alan, "Wage Discrimination: Reduced Form and Structural Estimates," Journal of Human Resources, 1973, 8:4, pp. 436-55.

Hersch, Joni, "Male-female Differences in Hourly wages: The Role of Human Capital, Working Conditions and Housework," Industrial and Labor Relations Review 1991, 44:4, pp. 746-59.

Munnell, Alicia, Geoffrey Tootell, Lynn Browne, and James McEneaney, "Mortgage lending in Boston: Interpreting HMDA Data," American Economic Review, 1996, 86:1, pp.25-53.

Goldsmith, Arthur, Darrick Hamilton and William Darity, "From Dark to Light: Skin Color and Wages Among African-American," Journal of Human Resources, 2007, 42:4, pp. 701-38.

John Yinger, "Evidence on Discrimination in Consumer Markets," Journal of Economic Perspectives 1998; 12:2, pp. 23-40.

Hamermesh, Daniel S. and Jeff E. Biddle, "Beauty and the Labor Market," The American Economic Review, 1994, vol. 84, No. 5.

Figlio, David N., "Names, Expectations and Black-White Test Score Gap," 2005, NBER Working Paper, No: 1195. March 2005.

Mocan, Naci and Erdal Tekin, "Ugly Criminals." *Review of Economics and Statistics* 2013.

Persico, Nicola, Andrew Postlewaite and Dan Silverman, "The effect of Adolescent Experience on labor market outcomes: The Case of Height," *Journal of Political Economy*, 2004, 112:5, pp. 1054-90.

Lee, Darin and Nicholas Rupp, "Retracting to a Gift: How Does Employee Effort Respond to wage Reductions?" *Journal of Labor Economics*, 2007, 35:4, pp. 725-62.

Non-Competitive Wage Determination: Efficiency Wages, Firm Size, Fairness [week 5]

Groshen, Erica, "Five Reasons Why Wages Vary Among Employers," *Industrial Relations*, 1991, 30:3, pp. 350-81.

Main, Brian and Barry Reilly, "The Employer Size-Wage Gap: Evidence for Britain," *Economica*, 1993, 60:2, pp.125-42.

Preston, Anne, "The Effects of property Rights on labor Costs on Nonprofit Firms: An Application to the Day Care Industry," *Journal of Industrial Economics*, 1988, 36:3 pp., 337-50.

Krueger, Alan and Lawrence Summers, "Efficiency wages and the Inter-Industry wage Structure," *Econometrica*, 1988, 56:2, pp.259-93.

Blanchflower, David, Andrew Oswald, Peter Sanfey, "Wages, Profits and Rent-Sharing," *Quarterly Journal of Economics*, 1996, 111:1, pp. 227-51.

Blanchflower, David, Andrew Oswald, Mario Garrett, "Insider Power in wage Determination," *Economica*, 1990, Vol. 57, pp 143-70.

Troske Kenneth. "Evidence on the Employer Size-Wage premium from Worker-Establishment Matched Data." *The Review of Economics and Statistics*, 1999 81(1). pp. 15-26.

Basics of Labor Demand [week 6]

Hamermesh, Labor Demand, Chapters 2, 3, 5. (I will provide the background material).

Hamermesh, Dan and James Grant; (1979) "Econometric Studies of Labor-Labor Substitution and Their Implications for Policy." *Journal of Human Resources* 15(4): 518-542

Grant, James and Hamermesh, Daniel (1981) "Labor Market Competition among Youths, White Women and Others." The Review of Economics and Statistics 63(3): 354-360.

Grossman, Jean Baldwin, (1982) "The Substitutability of Natives and Immigrants in Production," The Review of Economics and Statistics 64, pp. 596-603.

(*) Michl, Thomas, "The Productivity Slowdown and the Elasticity of Demand for Labor," The Review of Economics and Statistics, 68:3, 1986, pp. 532-46.

(*) Griffin, Peter, "The Impact of Affirmative Action on Labor Demand: A Test of Some Implications of the Le Chatelier Principle," The Review of Economics and Statistics, 1992, pp. 251-60. Minimum Wage

Employment Effects of Minimum Wages [week 7]

Charles Brown, 1999, "Minimum Wages, Employment and the Distribution of Income," in Ashenfelter and Card, (eds.) Handbook of Labor Economics, Vol. 3, Chapter 32.

Card, David and Alan Krueger, "Minimum Wages and Employment: A Case Study of the Fast-Food Industry in New Jersey and Pennsylvania," 1994, American Economic Review, 84:4, pp.772-93.

Neumark, David and William Wascher, "Minimum Wages and Employment: A Case Study of the Fast-Food Industry in New Jersey and Pennsylvania: Comment," American Economic Review, 2000, 90:5, pp. 1362-96

Neumark, David, J.M. Ian Salas, and William Wascher, 2014, "Revisiting the Minimum Wage-Employment Debate: Throwing Out the Baby with the Bathwater?" Industrial and Labor Relations Review, 608-648.

Card, David and Alan Krueger, "Minimum Wages and Employment: A Case Study of the Fast-Food Industry in New Jersey and Pennsylvania: Reply," 2000, American Economic Review, 90:5, pp. 1397-1420.

Katz, Larry and Alan Krueger, "The Effect of Minimum Wage on the Fast-Food Industry," Industrial and Labor Relations Review, 46:1 pp. 6-21

Card, David, "Do Minimum Wages Reduce Employment? A Case Study of California, 1987-89," Industrial and Labor Relations Review, 46:1 pp. 38-54

Card, David, "Using Regional variation in wages to Measure the effects of the Federal Minimum wage," Industrial and Labor Relations Review, 46:1 pp. 22-37.

Kennan, John, "The Elusive Effects of Minimum Wages," Journal of Economic Literature, 1995, pp. 1949-65.

Industrial and Labor Relations Review Symposium on Minimum Wage, 48:4, July 1995; pp. 827-49.

Other Effects of the Minimum Wage

Corman Hope and Naci Mocan, "Carrots, Sticks and Broken Windows," Journal of Law and Economics, 2000, 48:1, pp. 235-66.

Machin, Stephen and K. Hansen, "Spatial Crime Patterns and the Introduction of the UK National Minimum Wage", Oxford Bulletin of Economics and Statistics, 2002, 64, 677-97.

Peer Effects [week 8]

Sacerdote, Bruce, "Peer Effects with Random Assignment: Results for Dartmouth Roommates," Quarterly Journal of Economics, 2001, pp. 681-704.

Caroline Hoxby

Zimmerman, David, "Peer Effects in Academic Outcomes: Evidence from a Natural Experiment," Review of Economics and Statistics, 2003, 85:1, pp.9-23.

Carrell Scott, Frederick Malmstrom and James West, "Peer effects in Academic Cheating," Journal of Human Resources, 2008, 43:1, pp. 173-207.

Two-Sample Instrumental Variables [week 9]

Angrist and Krueger, "The Effects of Age at School Entry on Educational Attainment: An Application of instrumental Variables with Moments from Two Samples," JASA, 1992

Angrist and Krueger, "Split-Sample Instrumental Variables Estimates of the Return to Schooling," Journal of Business and Economic Statistics, 1995; 13:2.

Thomas Dee and Bill Evans, "Teen Drinking and Educational Attainment: Evidence from Two-Sample Instrumental Variables" Journal of Labor Economics.

Mocan, Raschke and Unel, "The Impact of Mothers' Earnings on Health Inputs and Infant Health," with Christian Raschke and Bulent Unel. (NBER Working paper No: 19434).

Bjorklund and Jantti, "Intergenerational Income Mobility in Sweden Compared to the United States," AER, Dec 1997.

Recent Debates in Economics [week 10]

Guns and Crime

Lott, John and David Mustard, "Crime, Deterrence and Right-to-Carry Concealed Handguns," Journal of Legal Studies, 1997, 26:1; pp. 1-68.

Duggan, Mark, "More Guns, More Crime," Journal of Political Economy, 2001, 109:5, pp. 1086-1114.

Mocan, Naci and Erdal Tekin, "Guns and Juvenile Crime," Journal of Law and Economics, 2006, pp. 507-31.

The Death Penalty

Dezhbakhsh, Hashem, Paul H. Rubin, and Joanna M. Shepherd. 2003. "Does Capital Punishment Have a Deterrent Effect? New Evidence from Post Moratorium Panel Data." American Law and Economics Review 344-376.

Mocan, Naci and Kaj Gittings, "Getting Off Death Row: Commuted Sentences and the Deterrent Effect of Capital Punishment," Journal of Law and Economics; October 2003; 46:2, pp. 453-78.

Donohue III, John, and Wolfers, Justin. "Uses and Abuses of Empirical Evidence in the Death Penalty Debate." Stanford Law Review 58 (2006): 791-846.

"The Impact of Incentives on Human Behavior: Can We Make It Disappear? The Case of the Death Penalty," with Kaj Gittings. NBER Working Paper No: 12631.

Dezhbakhsh, Hashem and Paul Rubin, "From the 'Econometrics of Capital Punishment' to the 'Capital Punishment' of Econometrics: On the Use and Abuse of Sensitivity Analysis," Emory University School of Law Working paper, September 2007.

Abortion and Crime

Donohue, John, and Steven Levitt. 2001. "The Impact of Legalized Abortion on Crime." Quarterly Journal of Economics 116(2): 379-420.

Donohue, John, and Steven Levitt. 2004. "Further Evidence that Legalized Abortion Lowered Crime: A Reply to Joyce." Journal of Human Resources. 39(1):29-49.

Joyce, Ted. 2004a. "Did Legalized Abortion Lower Crime?" Journal of Human Resources. 39(1):1-28.

Lott, John and John Whitley. 2007. "Abortion and Crime: Unwanted Children and Out-of-Wedlock Births." Economic Inquiry 45(2): 304-324.

Foote, Christopher, and Christopher Goetz. "The Impact of Legalized Abortion on Crime: Comment." Forthcoming in Quarterly Journal of Economics.

Joyce, Ted, "A Simple Test of Abortion and Crime." Review of Economics and Statistics, 2009

Culture and Economics [weeks 11 & 12]

See the NBER link below:

<http://cergy0077.lb.u-cergy.fr/jel/Z1.html>

Acemoglu and Jackson.: Social Norms and the Enforcement of laws, NBER WP 20369, 2014.

Alesina and Giuliano, "Culture and Institutions" NBER wp 19750.

Giavazzi, Petkov, Schiantarelli, "Culture: persistence and Evolution: NBER wp 20175, 2014.

Alesina, Giuliano and Nunn, "On the Origins of gender Roles: Women and the Plough," Quarterly Journal of Economics, 2013.

Guiso, Luigi, Paola Sapienza, and Luigi Zingales. 2006. —Does Culture Affect Economic Outcomes? *Journal of Economic Perspectives* 20 (2): 23–48.

Alesina and Giuliano, "The Power of the Family," Journal of Economic Growth, 2010.

Cong and LaFerrara, "Television and Divorce: Evidence from Brazilian Novelas," Journal of the European Economic Association 2009

Edward, Miguel "Poverty and Witch Killing," 2005, Review of Economic Studies, 72, pp. 1153-72.

Nunn, and Wantchekon, "The Slave Trade and the Origins and Mistrust in Africa," AER 2011.

Emily Oster and Robert Jensen "the Power of TV: Cable Television and Women's Status in India," August 2009, Quarterly Journal of Economics.

Pogorelova and Mocan, "Mandatory Schooling Laws and Formation of Beliefs: Education, Religion and Superstition." 2014.

Mocan and Raschke, "Economic Well-being and Anti-Semitism, Xenophobic and racist Attitudes in Germany." NBER working paper 20059, 2014

Akerlof, George A. and Rachel Kranton, 2005 —Identity and the Economics of Organizations. *Journal of Economic Perspectives*. 19(1): 9-32.

Dustmann, Christian, Francesca Fabbri and Ian Preston. 2011. —Racial Harassment, Ethnic Concentration, and Economic Conditions. *Scandinavian Journal of Economics* 113(3): 689-711.

Corruption

Mauro, Paolo. "Corruption and Growth," Quarterly Journal of Economics, August 1995, 110(3), pp. 681-712.

Treisman, Daniel, "The causes of corruption: A Cross-national Study," Journal of Public Economics, 2000, 76:3 pp. 399-457

Mocan, Naci, "What Determines Corruption? International Evidence from Micro Data," Economic Inquiry, 2008

Fisman, Raymond and Edward Miquel, "Cultures of Corruption: Evidence from Diplomatic Parking Tickets," NBER Working Paper No: 12312, June 2006.

Glaeser, Edward and Raven Saks, "Corruption in America," Journal of Public Economics, 2006, pp. 1053-1072

Brunetti, Aymo and Beatrice Weder, "A Free Press is bad for Corruption." Journal of Public Economics, 2003, 87:7-8 pp. 1801-24.

Graeff, P., and Mehlkop, G., "The impact of economic freedom on corruption: Different Patterns for Rich and Poor Countries," European Journal of Political Economy, 2003, 19:605-20.

Alesina, Alberto, and Weder, Beatrice. "Do Corrupt Governments Receive Less Foreign Aid?" American Economic Review, 2002, 92:1126-1137.

Swamy, Anand; Knack, Stephen; Lee, Young and Azfar Omar." "Gender and Corruption" Journal of Development Economics, 2001, 64, pp. 25-55.

Political Economy (few example are below. The list will be expanded) [week 13]

See the report by NBER's Alberto Alesina at <http://nber.org/programs/pol/pol.html>

Acemoglu, Johnson, Robinson, "The Colonial Origins of Comparative Development: An Empirical Investigation," AER, Dec 2001, pp. 1369-1401. (And the ensuing debate in the AER)

Acemoglu, Johnson, Robinson, Yared, "Income and Democracy"

Feyrer and Sacerdote, "Colonialism and Modern Income: islands as Natural Experiments" Review of Economics and Statistics, 2009.

Mocan and Altindag, "Salaries and Work Effort: Evidence from the European Parliament," with Duha Altindag. The Economic Journal. December 2013. Vol. 123; pp. 1130-67.

Papers in Health Economics (production of Health) [week 14]

Michael Grossman and Theodore Joyce, "Unobservables, Pregnancy Resolutions and Birth Weight Production Functions in New York City," Journal of Political Economy, 1990, pp.983-1007.

Almond, Doyle, Kowalski, Williams, "Estimating Marginal Returns to medical Care: Evidence from At-Risk Newborns." QJE 2010.

Barreca, Guldi, Lindo and Waddell, "saving babies? Revisiting the effect of Very Low Birth Classification." QJE 2011.

Carpenter and Dobkin. "The Effect of Alcohol Consumption on Mortality: Regression Discontinuity Evidence from the Minimum Drinking Age." AEJ: Applied, 2009.

Persico and Silverman "The effect of Adolescent Experience on Labor Market Outcomes: The case of Height." JPE, 2004.

Dickert-Conlin and Chandra, "Taxes and the Timing of Births," JPE, 1999. 161-177.

Examples in Public Economics and Economics of Crime [week 15]

Lochner and Moretti, "The Effect of Education on Crime: evidence from prison Inmates, Arrests and Self-Reports," American Economic Review, March 2004.

Currie and Yelowitz, "Are Public Housing Projects Good for Kids?" Journal of Public Economics, 2000.

Dettling and Kearney, "house prices and birth rates: the impact of the real estate market on the decision to have a baby" Journal of Public Economics, Feb 2014.

Boylan and Mocan "Intended and Unintended Consequences of Prison Reform," with Richard Boylan (NBER Working Paper No: 15535). *Forthcoming in* Journal of Law, Economics and Organization.

Borjas, George, "Food Insecurity and Public Assistance." Journal of Public Economics 2004.

Corman and Mocan, "A Time-Series Analysis of Crime, Deterrence and Drug Abuse in New York City," with Hope Corman. The American Economic Review, June 2000; 90:3, pp. 584-604.

Machin, Bell and Fasani, "Crime and Immigration: Evidence from Large Immigration Waves", Review of Economic and Statistics, 2013. 95, 1278-90

Justification for ECON 7591

The Economics Department hired a new faculty member, Professor Fang Yang, two years ago who specialized in an area of macroeconomics (business cycle theory and computational economics) that was needed for our Ph.D. program to have complete coverage of modern macroeconomics. The Economics Department's current macroeconomics field courses are ECON 7070 (Economic Growth) and ECON 7590 (Seminar in Monetary and Fiscal Policy), and neither are suitable for teaching computational methods with applications to modern business cycle models. The introduction of ECON 7591 (Advanced Topics in Macroeconomics) provides the department with a flexible course that will allow the teaching of computational methods as applied to business cycle models as well as other important topics that emerge as the discipline evolves over time. Hence, ECON 7591 can be taught by different faculty members without a change in course title or description. ECON 7591 can be taken for a maximum of 6 hours of credit.

This course does not duplicate any other course on campus.

Louisiana State University
7591 Advanced Topics in Macroeconomics

Instructor: Professor Fang Yang
2322 Business Education Complex
Phone: 225-578-3803
Email: fyang@lsu.edu
Office hours: Tuesday and Thursday, 12:00pm-1:00pm

Course Objectives

This course focuses on consumption, saving, labor supply, health and human capital accumulation. We will study the empirical evidence and the models that have been developed so far to explain these data. We will highlight the successes of these models, their shortcomings and their policy implications.

We will study the determinants of wealth inequality, the relevance of different saving motives and their implications. We will also analyze the hump in consumption and the role of consumer durables, the possible determinants of the large heterogeneity in savings, portfolio choice, the drop in consumption at retirement, etc.

We will learn how numerical and computational methods are used in various dynamic general equilibrium models.

Course Requirements

An original research paper accounts for 60 percent of your grade. The proposal for this paper is due on **Oct. 15**, and the paper itself is due on **Dec 9**. Late papers will not be accepted. The paper does not have to relate directly to the material covered in class, but it must address a macroeconomics topic.

20 percent of your grade will depend on an in-class presentation. You will outline and present the main results of a published article using slides. You should submit a written summary of the paper at the time of the presentation.

Finally, there will be several problem sets, worth 20 percent of your grade. Students are encouraged to work in groups. The size of such homework groups is limited to three people. Each group can hand in a single problem set on behalf of all its members.

You are required to check University's moodle regularly. <http://moodle2.lsu.edu>.

It is expected that the students have read the assigned material prior to class for the background necessary to properly participate in the discussion and think critically about the concepts addressed. As a general policy, for each hour you are in class, you (the student) should plan to spend *at least* two hours preparing for the next class. Since this

course is for three credit hours, you should expect to spend *at least* six hours outside of class each week reading or writing assignments for the class

The grade scale for the course grade is:

[90-100]	A
[80-90)	B
[70-80)	C
[60-70)	D
below 60	F

Prerequisites

Econ 7718 Advanced Macroeconomics I and Econ 7719 Advanced Macroeconomics II.

Reading List

The following list of topics is fairly ambitious and therefore subject to change, as time goes by and as we find together the right pace for the course. Most of the items listed below can be found in the library or online.

1. Consumption

- 1) Attanasio et al. "Humps and Bumps in Lifetime Consumption," 1999, *Journal of Business and Economic Statistics*, vol.17, no.1 pp. 22-35.
- 2) Gourinchas, and Parker "Consumption over the Life Cycle," 2002, *Econometrica*, vol. 70 no. 1 pp.47-90.
- 3) Bullard, James, and James Feigenbaum, 2007. "A Leisurely Reading of the Life-cycle Consumption Data", *Journal of Monetary Economics*, 54, 2305-2320
- 4) Fang Yang, "Consumption Over the Life Cycle: How Different is Housing?" *Review of Economics Dynamics*, 12(3): 423-443, 2009.
- 5) Fernandez-Villaverde, and Krueger "Consumption and Saving over the Life Cycle: How Important are Consumer Durables?." 2010, *Macroeconomic Dynamics*.
- 6) Michael Dotsey, Wenli Li, and Fang Yang, Consumption and Time Use over the Life Cycle, *International Economic Review*, Vol. 55, No. 3, August 2014, 665–692.
- 7) Krueger, and Perri "Does Income Inequality lead to consumption inequality? Evidence and theory", *Review of Economic Studies*, Vol. 73(1), pp. 163-193.
- 8) Storesletten, Telmer, and Yaron "Consumption and Risk Sharing over the Life Cycle". *Journal of Monetary Economics*, 2004, vol. 51, pp. 609-633
- 9) Wenli Li, Haiyong Liu, Fang Yang, and Rui Yao, 2014, "Housing Over Time and Over the Life Cycle: A Structural Estimation." Working paper.

2. Wealth inequality

- 1) Davies and Shorrocks, "The Distribution of Wealth", in *Handbook of Income Distribution*, North Holland.

- 2) Diaz-Gimenez, Quadrini, and Rios-Rull, "Dimensions of Inequality: Facts on the U.S. Distributions of Earnings, Income, and Wealth," 1997, *Federal Reserve Bank of Minneapolis Quarterly Review*, vol.21, no.2, pp.2-21.
- 3) Budria, Diaz-Gimenez, Quadrini, and Rios-Rull "New Facts on the Distributions of Earnings, Income and Wealth," 2002.
- 4) Quadrini, and Rios-Rull "Understanding the U.S. Distribution of Wealth," *Federal Reserve Bank of Minneapolis Quarterly Review*, 1997, vol.21, no.2, pp. 22-36.
- 5) Huggett, Mark, "Wealth Distribution in Life-Cycle Economies," 1996, *Journal of Monetary Economics*, vol. 38, no. 3, pp 469-494.
- 6) De Nardi, "Wealth Inequality and Intergenerational Links" . *Review of Economic Studies*, July 2004, vol. 71, n. 3, 743-768.
- 7) Quadrini "Entrepreneurship, saving, and social mobility," 2000, *Review of Economic Dynamics*, vol.3, no.1, pp.1-40.
- 8) Castaneda, Diaz-Gimenez, and Rios-Rull "Accounting for the U.S. Earnings and Wealth Inequality," 2003, *Journal of Political Economy*, vol. 111, no. 4, pp. 818-857.
- 9) Cagetti, and De Nardi, "Entrepreneurship, Frictions, and Wealth", *Journal of Political Economy*, October 2006, vol. 114, n. 5, 835-870.
- 10) Cagetti, and De Nardi, "Wealth inequality: data and models", *Macroeconomic Dynamics*, May 2008.
- 11) Cagetti, and De Nardi, "Taxes, Entrepreneurship, and Wealth", *American Economic Review*, vol. 99(1), pages 85-111.

3. Saving behavior, facts

- 1) Hubbard, Skinner, and Zeldes, "Precautionary Saving and Social Insurance", 1995, *Journal of Political Economy*, vol. 103, issue 2, 360-99.
- 2) Huggett, and Ospina, "On Aggregate Precautionary Saving: When is the Third Derivative Irrelevant?" *Journal of Monetary Economics* 48, 373-96, 2001
- 3) Dynan, Skinner, and Zeldes "Do the Rich Save More?" 2004, *Journal of Political Economy*, 112 (2), 397-445.
- 4) Gustman, and Steinmeier "Effects of Pensions on Savings: Analysis from Data From the Health and Retirement Study," 1999, Carnegie-Rochester Conference Series on Public Policy, vol. 50, pp 271-324.
- 5) Engen, Gale, and Uccello "The adequacy of household saving," Brookings Papers on Economic Activity, vol. 1999, no. 2, 1999, pp. 65-187.
- 6) Scholz, Seshadri, and Khitatrakun, "Are Americans Saving 'Optimally' for Retirement," *Journal of Political Economy*, 114(4), August 2006, 607-643
- 7) Venti, and Wise "Choice, Chance and Wealth Dispersion at Retirement." 2000, NBER working paper 7521
- 8) Banks, Blundell, and Tanner "Is There a Retirement-Savings Puzzle?" *The American Economic Review*, 1998, vol. 88, no. 4, pp. 769-788.
- 9) Bernheim, Skinner, and Weinberg "What Accounts for the Variation in Retirement Wealth Among U.S. Households?" 2001, *The American Economic Review*, vol. 91, pp. 832-857.
- 10) Mariacristina De Nardi and Fang Yang, "Bequests and Heterogeneity in Retirement Wealth," 2014, NBER working paper 20058.

4. Bequests

- 1) Altonji, and Villanueva "The Marginal Propensity to Spend on Adult Children".
- 2) Bernheim "How strong are bequest motives? Evidence based on estimates of the demand for life insurance and annuities," *Journal of Political Economy*, 1991, vol. 99 no. 5, pp 899-927.
- 3) Bernheim, and Severinov "Bequests as signals: an explanation for the equal division puzzle," *Journal of Political Economy*, 2003, vol. 111 no. 4, pp 733-765.
- 4) Hurd, and Smith "Anticipated and Actual Bequests," NBER working paper no. 7380, 1999.
- 5) Hurd, and Smith "Expected bequests," NBER working paper no. 9142, 2002.
- 6) Hurd, "Mortality Risk and Bequests", *Econometrica*, 1989, vol. 57, issue 4, 779-813
- 7) Hurd, "Savings of the elderly and desired bequests", *The American Economic Review*, vol. 77, no. 3 pp. 298-312, 1987.
- 8) Laitner, and Juster "New Evidence on Altruism: A study of TIAA-CREF Retirees," 1996, *The American Economic Review*, vol. 86, pp. 893-908.
- 9) Ameriks, John, Andrew Caplin, Steven Lauffer, and Stijn van Nieuwerburgh, 2011, "The Joy of Giving or Assisted Living? Using Strategic Surveys to Separate Public Care Aversion from Bequest Motives," *Journal of Finance* LXVI(2) 519-561.

5. Human capital, labor supply, and earnings shocks

- 1) Storesletten, Telmer, and Yaron "How Important Are Idiosyncratic Shocks? Evidence from Labor Supply". *The American Economic Review*, May 2001, vol. 91 (2), 413-17
- 2) Diego Restuccia and Carlos Urrutia, "Intergenerational Persistence of Earnings: The Role of Early and College Education", *The American Economic Review*, Vol. 94, No. 5, (Dec., 2004), pp. 1354-1378
- 3) Huggett, Ventura, and Yaron "Sources of Lifetime Inequality" *American Economic Review* 101, 2923-54, 2011.
- 4) Kambourov, Gueorgui, and Iourii Manovskii, 2009, "Occupational Mobility and Wage Inequality," *Review of Economic Studies* 76(2), 731-759.
- 5) French, Eric, and John Bailey Jones, 2011. "The Effects of Health Insurance and Self-Insurance on Retirement Behavior," *Econometrica*, 79(3), 693-732.
- 6) Casanova, Maria, 2010. "Happy Together: A Structural Model of Couples' Joint Retirement Choices," mimeo.

6. Portfolio choice

- 1) Bertaut, and Starr-McCluer "Household portfolios in the United States".
- 2) Banks, Blundell, and Smith "Wealth Portfolios in the UK and the US", University College London, Discussion Paper 02-03, 2003.
- 3) "Household portfolios," edited by Guiso, Haliassos, and Jappelli, MIT Press, 2002.
- 4) Christopher D. Carroll "Portfolios of the rich"
- 5) Poterba, and Samwick "Household portfolio allocation over the life cycle."

- 6) Gomes, and Michaelides “Portfolio choice with internal habit formation: a life-cycle model with uninsurable labor income risk” *Review of Economic Dynamics*, 6(4), 729-766.
- 7) Roussanov “Human Capital Investment and Portfolio Choice over the Life-Cycle”
- 8) Steven J. Davis, Felix Kubler, and Paul Willen, “Borrowing costs and the demand for equity over the life cycle”, *Review of Economics and Statistics*, May 2006, 88(2): 348–362
- 9) Flavin, and Yamashita “Owner-Occupied housing and the composition of the household portfolio,” 2002, *The American Economic Review*, vol. 92, no. 1, pp. 345-362.
- 10) Cocco “Portfolio choice in presence of housing,” *Review of Financial Studies*, 18 (2), 2005, 535-567.
- 11) Yao, and Zhang “Optimal consumption and portfolio choices with risky housing and borrowing constraints,” *Review of Financial Studies*, 2004.
- 12) Love, “The Effects of Marital Status and Children on Savings and Portfolio Choice,” *Review of Financial Studies*, 2010, 23(1), 385-432.

7. Entrepreneurship

- 1) Hurst, and Lusardi “Liquidity Constraints, Wealth Accumulation and Entrepreneurship,” 2004, *Journal of Political Economy* vol. 112, no. 2, pp 319-347.
- 2) Hugo A. Hopenhayn, and Vereshchagin, “Risk taking by entrepreneurs”.
- 3) Gentry, and Hubbard “Entrepreneurship and Household Saving,” 2000. Working paper.
- 4) Moskowitz, Tobias J. and Annette Vissing-Jørgensen, “The Returns to Entrepreneurial Investment: A Private Equity Premium Puzzle?”, *American Economic Review*, September 2002.

8. Health and wealth

- 1) Smith “Healthy bodies and thick wallets: the dual relationship between health and economic status”, *Journal of Economic Perspectives*, vol. 13, no. 2, Spring 1999, pp. 145-166.
- 2) Lillard, and Weiss “Uncertain health and survival: effects on end-of-life consumption,” 1997 *Journal of Business and Economic Statistics*, vol. 15, no 2, pp. 254-268.
- 3) Domeij, and Johannesson “Consumption and health,”
- 4) French “The Effects of Health, Wealth and Wages on Labor Supply and Retirement Behavior”, *Review of Economic Studies*, April 2005, 72(2), 395-427.
- 5) Palumbo “Uncertain Medical Expenses and Precautionary Saving Near the End of the Life Cycle,” 1999, *Review of Economic Studies*, vol. 66, pp. 395-421.
- 6) Mariacristina De Nardi, Eric French and John Jones, 2010, “Why do the Elderly Save? The Role of Medical Expenses”, *Journal of Political Economy* 118(1)
- 7) Mariacristina De Nardi, Eric French and John Jones, 2013, “Medicaid Insurance in Old Age,” NBER working paper no 19151.
- 8) Svetlana Pashchenko and Ponpoje Porapakkarm, “Quantitative Analysis of Health Insurance Reform: Separating Regulation from Redistribution”, *Review of Economic Dynamics* 16: 383-404, July 2013

9. Consumer debt, bankruptcy, and default

- 1) Li, Wenli, and Pierre-Daniel Sarte, "U.S. Consumer Bankruptcy Choice: The Importance of General Equilibrium Effects," *Journal of Monetary Economics* (April 2006), pp. 613-31.
- 2) Kartik B. Athreya, Nicole B. Simpson, "Unsecured debt with public insurance: From bad to worse," *Journal of Monetary Economics* 53 (2006), 797–825.
- 3) Igor Livshits, James MacGee, and Michèle Tertilt, 2007. "Consumer Bankruptcy: A Fresh Start," *American Economic Review*, vol. 97(1), 402-418, March.
- 4) Satyajit Chatterjee, Dean Corbae, Makoto Nakajima, and José-Víctor Ríos-Rull, 2007. "A Quantitative Theory of Unsecured Consumer Credit with Risk of Default," *Econometrica*, vol. 75(6), 1525-1589, November.
- 5) Marina Pavan, "Consumer durables and risky borrowing: The effects of bankruptcy protection", *Journal of Monetary Economics* 55 (November 2008), 1441-1456
- 6) Dean Corbae and Erwan Quintin, Leverage and the Foreclosure Crisis. Working paper 2014.

10. Life insurance and Annuity

- 1) Jay H. Hong and Jose-Victor Rios-Rull, 2007, "Social Security, Life Insurance and Annuities for Families," *Journal of Monetary Economics* 54(1), 118-140.
- 2) Jay H. Hong and Jose-Victor Rios-Rull, 2012, Life Insurance and Household Consumption, *American Economic Review*, 102(7): 3701-30.
- 3) Lee M. Lockwood, "Bequest motives and the annuity puzzle", *Review of Economic Dynamics*, Volume 15, Issue 2, April 2012, Pages 226–243
- 4) Svetlana Pashchenko, "Accounting for Non-annuitization" *Journal of Public Economics*, 98: 53-67, February 2013

11. Review papers

- 1) Attanasio "Consumption," *Handbook of Macroeconomics*, Volume I B. John B. Taylor and Michael Woodford, eds. Amsterdam, New York and Oxford: Elsevier Science, North Holland, chapter 11.
- 2) Bernheim "Taxation and Saving," *Handbook of Public Economics*, available on line at <http://www.econ.stanford.edu/faculty/workp/swp99007.html>
- 3) Browning and Crossley "The Life-Cycle model of Consumption and Saving," *The Journal of Economic Perspectives*, 2001, vol. 15, no. 3, pp. 3-22.
- 4) Browning, Hansen and Heckman "Micro Data and General Equilibrium Models," 1999, *Handbook of Macroeconomics*, Volume I A. John B. Taylor and Michael Woodford, eds. Amsterdam, New York and Oxford: Elsevier Science, North Holland, chapter 8.
- 5) Browning and Lusardi "Household saving: micro theories and micro facts," *Journal of Economic Literature*, vol. 34, no. 4, Dec 1996, pp. 1797-1855.
- 6) Morris A. Davis, Stijn Van Nieuwerburgh, 2014, Housing, Finance and the Macroeconomy, NBER Working Paper No. w20287

Tentative Outline

This schedule will change as the semester proceeds. Updates will be provided in class.
All readings are required.

Week	Topics
1	Numerical and computational methods
2	Numerical and computational methods
3	Consumption
4	Wealth inequality
5	Wealth inequality
6	Wealth inequality
7	Saving behavior
8	Human capital, labor supply, and earnings shocks
9	Portfolio choice
10	Entrepreneurship
11	Health and wealth
12	Consumer debt, bankruptcy, and default
13	Consumer debt, bankruptcy, and default
14	Life insurance and Annuity

REQUEST FOR ADDITION OF NEW COURSE

FORM A ADMINISTRATIVE USE ONLY			
<input checked="" type="checkbox"/> PREPARED	<input type="checkbox"/> REVIEWED	<input type="checkbox"/> APPROVED	<input type="checkbox"/> REJECTED
DATE:	DATE:	DATE:	DATE:
Effective: <u>2/2/2015</u>			

Department: Economics	College: Business
Date: 9-2-14	

PROPOSED COURSE DESCRIPTION

Rubric & No.	ECON 7701	Title	Introduction to Advanced Microeconomics												
Short Title (≤ 19 characters)		I	N	T	R	O	A	D	V	M	I	C	R	O	
Semester Hours of Credit		3													
If combination course type, # hrs. of credit for		Lecture: _____						Lab/Sem/Rec: _____							
Repeat Credit Max. (if repeatable):		_____ credit hours				Graduate Credit?		<input checked="" type="checkbox"/> Yes			<input type="checkbox"/> No				
Credit will not be given for this course and:															
Course Type (Indicate hours in the appropriate course type.)															
Lecture	Lab	Seminar	Recitation	Lec/Rec	Lec/Sem	Lec/Lab	Res/Ind	Clin/Pract							
3															
Maximum enrollment per section: (use integer, e.g. 25 not 20-30)										30					
Grading System:		Letter Grade <input checked="" type="checkbox"/>			Pass/Fail _____			Final Exam:**		<input checked="" type="checkbox"/> Yes			<input type="checkbox"/> No		

(Attach justification if the proposed course will not hold a final exam during examination week.)

Course Description:

(Concise catalog statement exactly as you wish it to appear in the General Catalog)

7701 Introduction to Advanced Microeconomics (3) Development of microeconomic models of the individual firm, including a nonmathematical approach.

BUDGET IMPACT (IF ANSWER TO ANY QUESTION IS "YES", ATTACH EXPLANATION)

If this course is approved, will additional staff be needed?	Yes _____	No <input checked="" type="checkbox"/>
Will additional space, equipment, special library materials or other major expense be involved?	Yes _____	No <input checked="" type="checkbox"/>
Academic Affairs Approval:		(Date)


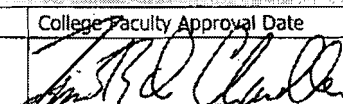
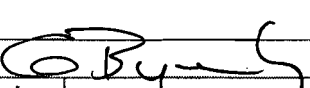
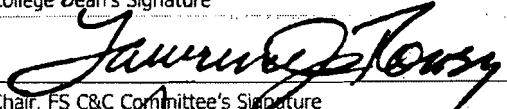
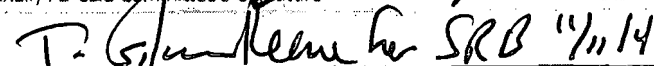
ATTACHMENTS (ATTACH THE FOLLOWING TO YOUR PROPOSAL)

JUSTIFICATION: Justification must explain why this course is needed and how it fits into the curricula. Will the course duplicate other courses?

SYLLABUS: Including 14 week outline of the subject matter; titles of text, lab manual, and/or required readings; grading scale and criteria

(For 4000-level, specify graduate student grading criteria if requirements differ for graduate and undergraduate students).

APPROVALS

Department Faculty Approval Date	8-29-14	College Faculty Approval Date	9-30-14
	10/1/14		10/1/14
Department Chair's Signature	Date	College Dean's Signature	Date
	Date 10-17		Date 10/29/14
Graduate Dean's Signature	Date	Chair, FS C&C Committee's Signature	Date
College/Division/Department Contact: (please print)	W. Douglas McMillin		SRB 11/1/14
Contact Email: eodoug@isu.edu		Academic Affairs Approval	Date

Justification for ECON 7701

ECON 7701 is the core microeconomics theory course for the MS in Economics and replaces ECON 7700, the previous core microeconomics theory course in this program. The Economics Department changed the structure of its Ph.D. program two years ago without changing the course titles of any of its courses. In the new structure, first-year Ph.D. students begin their studies of microeconomics with ECON 7720 (Price Theory II), the first pure Ph.D. level microeconomics course, rather than with ECON 7700 as was done under the old structure. In the new structure, ECON 7700 was dropped as a required course for Ph.D. students since 7700 is a masters-level course. Many of the new Ph.D. students are confused as to why they begin their studies with Price Theory II rather than Price Theory I. In light of this confusion, we would like to change the number and course title of ECON 7700. Hence, we would like to drop ECON 7700 and replace it with ECON 7701 (Advanced Microeconomics I).

This course does not duplicate any other course on campus.

ECÓN 7701
Introduction to Advanced Microeconomics
Syllabus -- SAMPLE

Instructor:
Office:
Office Hours:

Phone:
e-mail:

Section 1: Time/Place:

Required Text #1: Hal R. Varian; *Intermediate Microeconomics: A Modern Approach, 8th Edition*; Norton; ISBN: 978-0-393-93424-3

Required Text #2: Theodore C. Bergstrom & Hal R. Varian; *Workouts in Intermediate Microeconomics, 8th Edition*; Norton; ISBN: 978-0-393-93515-8

Course Objective: Development of microeconomics models of the individual firm, including a nonmathematical approach.

Moodle: This course is on Moodle. Any announcements will be made there. It is the student's responsibility to check Moodle to keep up with the course.

Attendance and Comportment: Regular attendance (i.e., every day) is strongly and positively correlated with final course grades and thus highly recommended. If you do decide to attend class, four rules apply and will be **strictly** enforced. First, habitual tardiness will not be tolerated. Second, extraneous conversations detract from your colleagues' ability to follow class proceedings. This disruptive behavior will also not be tolerated. Third, **cell phones and other electronic items should be turned off at all times, especially during exams**. Fourth, the use of audio and video recording devices (digital or analog) without the expressed written consent of the instructor of record is strictly prohibited. In addition, the sale of written course materials, including, but not limited to, class notes and exams, for financial compensation is prohibited and subject to university policy as stated in the Code of Student Conduct. Your cooperation in these matters will make the classroom experience more rewarding for everyone involved.

You are expected to have read the assigned material prior to class for the background necessary to properly participate in the discussion and think critically about the concepts addressed. As a general policy, for each hour you are in class, you should plan to spend *at least* two hours preparing for the next class. Since this course is for three credit hours, you should expect to spend *at least* six hours outside of class each week's reading or writing assignments for the class.

Course Requirements: Students will be expected to complete reading assignments, *Workouts* problems, 3 exams, and a cumulative final.

- **Readings:** Students will be required to read the assigned readings *BEFORE* lecture. The order of textbook chapters to be covered is 1-9, 14-16, 18-25, 27, 31, 34, 36, 10-11, 28-29,

37, 12-13, 32-33, 26, 17, 35, 30. There (most likely) will not be enough time to cover all of these chapters. **NOTE:** How many of these chapters that will be covered will depend on you. If the majority of the class is having problems with the material, I will take (some) extra time on a topic. If there are no major problems, we will keep moving on. What will **NOT** change is the order in which the chapters will be covered.

- **Workouts Problems:** For **each** chapter covered, you will be required to complete **all** of the problems in the *Workouts* book. Your *Workouts* will be due at class time on the first class of the week starting in week 2 of the course. The specific due dates are in the table on the next page.

[Sample syllabus note: the specific dates used below would be for the fall 2014 semester.]

Workouts batch	Chapters completed during _____	Due Date (Mondays at [insert class time], unless otherwise specified)
1, Ch. 1-2	week 1: 25 – 29 Aug	3 Sept (Wednesday)
2, Ch. 3-4	week 2: 1 – 5 Sept	8 Sept
3, Ch. 5-6	week 3: 8 – 12 Sept	15 Sept
4, Ch. 7-9	week 4: 15 – 19 Sept	22 Sept
5, Ch. 14-16	week 5: 22 – 26 Sept	29 Sept
6, Ch. 18, 19, 20	week 6: 29 Sept – 3 Oct	6 Oct
7, Ch. 21, 22, 23	week 7: 6 – 10 Oct	13 Oct
8, Ch. 24, 25, 27	week 8: 13 – 17 Oct	20 Oct
9, Ch. 31, 34, 36	week 9: 20 – 24 Oct	27 Oct
10, Ch. 10-11	week 10: 27 – 31 Oct	3 Nov
11, Ch. 28-29, 37	week 11: 3 – 7 Nov	10 Nov
12, Ch. 12-13	week 12: 10 – 14 Nov	17 Nov
13, Ch. 32-33	week 13: 17 – 21 Nov	24 Nov
14, Ch. 26, 17	week 14: 24 – 28 Nov	1 Dec
15, Ch. 35, 30	week 15: 1 – 5 Dec	5 Dec (Friday at 3 pm)

How this will work is if a chapter is **completely covered** during a week, the *Workouts* for that chapter will be due at the next *Workout* batch date. Example: Suppose during the first week of the course (25 – 29 Aug), chapters 1 and 2 are completed and chapter 3 is started but not completed by the end of Friday's class. Therefore, on 4 Sept, the *Workout* problems for chapters 1 and 2 will be due.

The pages of the *Workouts* book are perforated. Thus, you can write your answers directly in the book and tear out the pages that are due to hand in. There will be 15 batches of chapters turned in, each batch is worth 10 points. Thus, the *Workouts* as a whole are worth 150 points.

- **Exams:** There will be three exams given in class. Each of these exams is worth 150 points. The final is cumulative and comprehensive. The final is worth 300 points. Both the exams and the Final Exam will be short-answer/essay format. The Exam dates are in the following table:

[Sample syllabus note: the specific dates used below would be for the fall 2014 semester.]

Exam #	Date and Time (for the Final Exam)
1	Wednesday, September 24
2	Friday, October 24
3	Friday, November 21
Final	Friday, December 12, 10:00 – Noon

○ **Exam and Final Exam Policies and Procedures**

- A missed exam will be given a grade of zero points, unless the instructor is notified prior to the exam and the excuse is a valid, fully documented one and one which is officially approved. (The definition of “officially” approved can be found in LSU policy statement PS-22.) Exams that are missed for excused reasons cannot be made up either before or after the regularly scheduled class meeting in which the exam is being administered – NO EXCEPTIONS. Instead the points from the missed exam will be added to the value of the final exam to compensate. **No extra credit work is possible.**
- In addition, if you are late to any of the exams and another student has finished the exam and left the room, you will NOT be allowed to take the exam. If the reason for your tardiness is officially approved, then the missed exam procedure above is followed. If you are late to the final and another student has finished the exam and your reason for being late is officially approved, then you will be instructed to speak with the dean of the college you are enrolled. For either the exams or the final, if you do not have a valid reason for being late, then you will receive a grade of zero points for the exam/final.
- The following is the procedure which I will require that you follow when you receive a graded exam: 1. Check to make sure that the points are added up correctly. If they are not, please see me immediately. This will be the ONLY question I will handle the day exams are handed back. 2. The answer key for the exam will be posted to Moodle by the time graded exams are handed back. After receiving your exam, compare your answer to the answer given on the answer key. If you do not understand why the answer on the answer key is the correct answer, please come see me to ask about it. 3. If you believe that you deserve more points than you received, you need to write a memo specifically explaining which questions you are referring to and WHY you deserve more points for your answer(s). You will then hand in your memo and the exam. I will then re-grade the entire exam. Whatever grade you receive after this re-grading is the grade you will receive; whether it is higher OR lower (I may find that there is another question in which I should have taken points off the first time). The deadline to have this memo to me is ONE WEEK after I hand back the graded exam.
- THE FINAL IS MANDATORY!! The date and time of the final is stated above. As soon as the room is known, it will be announced (repeatedly) in class, posted to Moodle, and emailed to you.

- It is the student's responsibility to know LSU rules regarding final exams. Please see the final exam schedule at <https://sites01.lsu.edu/wp/registrarooffice/files/2014/03/Fall-2014-Schedule-Booklet-2.pdf#page=8> for these rules.

Academic Dishonesty: At this point, my policy on cheating should be explained. Simply put, **ANY FORM OF ACADEMIC DISHONESTY IS NOT TOLERATED!!!!** If I even suspect you of academic dishonesty, I will refer the entire matter to the Office of the Dean of Students where an official investigation into the alleged academic dishonesty will begin. For the activities that are considered to be academically dishonest and the possible sanctions imposed on a student who is found responsible of academic dishonesty, please refer to the Code of Student Conduct.

Grade Breakdown:

Assignment	Points
Workouts Problems	150
Exam #1	150
Exam #2	150
Exam #3	150
Final Exam	300
Total	900

Course Letter Grade Scale:

Point Range	Letter Grade
810 – 900	A
720 – 809	B
630 – 719	C
540 – 629	D
0 – 539	F

REQUEST FOR ADDITION OF NEW COURSE

FORM A									
ADMINISTRATIVE USE ONLY									
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Department	Economics	College	Business
Date	9-2-14		

PROPOSED COURSE DESCRIPTION

Rubric & No.	ECON 7702	Title	Advanced Microeconomics I																							
Short Title (≤ 19 characters)		A	D	V	M	I	C	R	O	I																
Semester Hours of Credit		3																								
If combination course type, # hrs. of credit for		Lecture: _____										Lab/Sem/Rec: _____														
Repeat Credit Max. (if repeatable):		_____ credit hours					Graduate Credit?					<input checked="" type="checkbox"/> Yes					<input type="checkbox"/> No									
Credit will not be given for this course and:																										
Course Type (Indicate hours in the appropriate course type.)																										
Lecture	Lab	Seminar	Recitation	Lec/Rec	Lec/Sem	Lec/Lab	Res/Ind	Clin/Pract																		
3																										
Maximum enrollment per section: (use integer, e.g. 25 not 20-30)										30																
Grading System:		Letter Grade <input checked="" type="checkbox"/>					Pass/Fail _____					Final Exam:**					Yes <input checked="" type="checkbox"/>					No _____				

(Attach justification if the proposed course will not hold a final exam during examination week.)

Course Description:

(Concise catalog statement exactly as you wish it to appear in the *General Catalog*)

7702 Advanced Microeconomics I (3) Topics include: Technology, Profit Maximization, Profit Function, Cost Minimization, Cost Function, Utility Maximization, Choice, Demand, Consumer Surplus, Competitive Markets, Exchange, and Production.

BUDGET IMPACT (IF ANSWER TO ANY QUESTION IS "YES", ATTACH EXPLANATION.)

If this course is approved, will additional staff be needed?	Yes _____	No <input checked="" type="checkbox"/>
Will additional space, equipment, special library materials or other major expense be involved?	Yes _____	No <input checked="" type="checkbox"/>
Academic Affairs Approval:	(Date)	

ATTACHMENTS (ATTACH THE FOLLOWING TO YOUR PROPOSAL)

JUSTIFICATION: Justification must explain why this course is needed and how it fits into the curricula. Will the course duplicate other courses?

SYLLABUS: Including 14 week outline of the subject matter; titles of text, lab manual, and/or required readings; grading scale and criteria

(For 4000-level, specify graduate student grading criteria if requirements differ for graduate and undergraduate students).

APPROVALS

Department Faculty Approval Date	8-29-14	College Faculty Approval Date	9-30-14
Department Chair's Signature 	10/1/14 Date	College Dean's Signature 	10/1/14 Date
Graduate Dean's Signature 	10-17 Date	Chair, FS C&C Committee's Signature 	10/21/14 Date
College/Division/Department Contact: (please print)	W. Douglas McMillin		
Contact Email:	eodoug@lsu.edu		
		Academic Affairs Approval 	11/11/14 Date

Justification for ECON 7702

ECON 7702 will be the first core microeconomic theory course for the Ph.D. in Economics and will replace ECON 7720, the previous first core microeconomic theory course in this program. This course studies essential topics in microeconomic theory such as firm and consumer theory and general equilibrium. Under the new design of the Ph.D. program, the first-year Ph.D. students begin their studies of microeconomics with ECON 7720 (Price Theory II), rather than Price Theory I (which is a less rigorous course, and is not a degree requirement any longer in the Ph.D. program). Many of the new Ph.D. students, however, are confused as to why they begin their studies with Price Theory II. In light of this confusion, we would like to drop ECON 7720 and replace it with ECON 7702. The description of ECON 7702 has also been updated to better describe the topics currently covered.

This course does not duplicate any other course on campus.

Louisiana State University
Econ 7702
Advanced Microeconomics 1

Professor: Dr. Louis-Philippe Beland, 2307 Business Education
Complex E-mail: lbeland@lsu.edu
Office Hours: M-W 4:00-5:00pm, or by appointment
Class: M-W: 2:30-4:00pm, 1745 Business Education Complex (BEC)

Course Description

This course is primarily concerned with consumer theory, production theory, and general equilibrium. Theories of utility, demand, cost, production, factor pricing, and welfare are developed using an advanced mathematical approach.

The objective of the course is threefold:

- (a) to acquire a working knowledge of modern microeconomic theory;
- (b) to develop the ability to model and formally analyze economic issues, and
- (c) to gain familiarity with theoretical tools often used in empirical work.

This is a lecture-based course. Most, but not all, of the lecture material is supported by the textbook. Exams and problems sets are based on the topics presented in the lectures.

Textbook: Microeconomic Analysis, Third Edition, by Hal R. Varian.

Supplemental Texts: Microeconomic Theory by Mas-Colell, Whinston, and Green and Advanced Microeconomic Theory by Jehle and Reny.

Grading Policy:

The grades will be based on problem sets, a midterm exam and a comprehensive final exam. The problem sets will provide 20% of the grade. The remaining 80% will be equally divided between the midterm and the final.

Grade Scale

85-100 A

70-84 B

60-69 C

50-59 D

Below 49 F

Problem Sets:

There is a significant penalty for not handing in the homework. You may work together to solve the problems, but you must independently write your own submission.

Exams -Tentative Schedule:October 15th – MidtermDecember 3th – Final Exam

Makeup exams will be provided for only very special circumstances. Makeup final exams will be consistent with university policy. In particular, if you cannot take the exam on the final exam date because of a flight conflict you will receive an F on that exam.

It is expected that the students have read the assigned material prior to class for the background necessary to properly participate in the discussion and think critically about the concepts addressed. As a general policy, for each hour you are in class, you (the student) should plan to spend at least two hours preparing for the next class. Since this course is for three credit hours, you should expect to spend at least six hours outside of class each week reading or writing assignments for the class.

Other:

1. In accordance with the LSU Commitment to Community, students have the responsibility to be attentive and active learners, as well as contribute positively to the learning environment. All students have the right to learn, as well as the responsibility to not infringe on another student's learning experience. In addition, students are expected to hold each other to the highest standards of academic, personal, and social integrity.
2. Academic Honesty is expected. All students are required to read and be familiar with the Code of Student Conduct found at www.lsu.edu/judicialaffairs as well as other university policies and procedures.
3. Come to class on time. If you arrive late for an exam, you will *not* be given extra time.
4. No talking during an exam: communications should ONLY be with me and NO ONE ELSE. If you communicate with another student during the exam you will receive a zero on that exam—no exceptions. You may only talk with another student when you have handed in your exam and LEFT the class room.
5. There will be no extra credit.
6. Cell phones must be turned off or on silent. Tape recording of class lectures is not authorized.

Course Outline (numbers indicate Chapters in Varian) & tentative schedule:**A. Firms**

- A.1 Technology (week 1)
- A.2 Profit Maximization (week 2)
- A.3 Profit Function (week 3)
- A.4 Cost Minimization (week 4)
- A.5 Cost Function (week 5)

B. Consumers

- B.7 Utility Maximization (week 6 & 7)
- B.8 Choice (week 8)
- B.9 Demand (week 9)
- B.10 Consumer Surplus (week 10)

C. General Equilibrium

- C.13 Competitive Markets (week 11 & 12)
- C.17 Exchange (week 13)
- C.18 Production (week 14)

REQUEST FOR ADDITION OF NEW COURSE

FORM A ADMINISTRATIVE USE ONLY			
<input checked="" type="checkbox"/> PREP	<input type="checkbox"/> REC	<input type="checkbox"/> REV	<input type="checkbox"/> CAT
Effective: 2/25/2015			

Department	Economics	College	Business
Date	9-2-14		

PROPOSED COURSE DESCRIPTION

Rubric & No.	ECON 7703	Title	Advanced Microeconomics II								
Short Title (≤ 19 characters)		A	D	V	M	I	C	R	O	I	I
Semester Hours of Credit		3									
If combination course type, # hrs. of credit for		Lecture: _____					Lab/Sem/Rec: _____				
Repeat Credit Max. (if repeatable):		_____ credit hours			Graduate Credit?		<input checked="" type="checkbox"/> Yes		_____ No		
Credit will not be given for this course and:											
Course Type (Indicate hours in the appropriate course type.)											
Lecture	Lab	Seminar	Recitation	Lec/Rec	Lec/Sem	Lec/Lab	Res/Ind	Clin/Pract			
3				/	/	/					
Maximum enrollment per section: (use integer, e.g. 25 not 20-30)					30						
Grading System:		Letter Grade <input checked="" type="checkbox"/>		Pass/Fail _____		Final Exam:**		Yes <input checked="" type="checkbox"/>		No _____	

(Attach justification if the proposed course will not hold a final exam during examination week.)

Course Description:

(Concise catalog statement exactly as you wish it to appear in the General Catalog)

7703 Advanced Microeconomics II (3) Prereq.: ECON 7702. Topics include: Uncertainty, Monopoly, Oligopoly, Game Theory, Public Goods, Externalities, Adverse Selection, and Moral Hazard.

BUDGET IMPACT (IF ANSWER TO ANY QUESTION IS "YES", ATTACH EXPLANATION)

If this course is approved, will additional staff be needed?	Yes _____	No <input checked="" type="checkbox"/>
Will additional space, equipment, special library materials or other major expense be involved?	Yes _____	No <input checked="" type="checkbox"/>
Academic Affairs Approval:	(Date)	

ATTACHMENTS (ATTACH THE FOLLOWING TO YOUR PROPOSAL)

JUSTIFICATION: Justification must explain why this course is needed and how it fits into the curricula. Will the course duplicate other courses?
SYLLABUS: Including 14 week outline of the subject matter; titles of text, lab manual, and/or required readings; grading scale and criteria
 (For 4000-level, specify graduate student grading criteria if requirements differ for graduate and undergraduate students).

APPROVALS

Department Faculty Approval Date	8-29-14	College Faculty Approval Date	9-30-14
Department Chair's Signature	10/1/14 Date	College Dean's Signature	10/1/14 Date
Graduate Dean's Signature	Date 10-17	Chair, FS C&C Committee's Signature	Date 10/21/14
College/Division/Department Contact: (please print)	W. Douglas McMillin		
Contact Email:	eodoug@isu.edu		Academic Affairs Approval

Justification for ECON 7703

ECON 7703 (previously being taught as ECON 7725) is part of the core microeconomic theory courses in the Ph.D. program. Last year, the Ph.D. program was restructured. Under the old structure, there were two classes in Price Theory (Price Theory I and Price Theory II) and one in Advanced Microeconomic Theory (ECON 7725). Under the new structure, there are two microeconomics courses and Econ 7703 is the second course in the sequence. The Ph.D. micro theory sequence now consists of ECON 7702 (Advanced Microeconomics I) and ECON 7703 (Advanced Microeconomics II). The course description for ECON 7703 now focuses on the second half of a traditional two-course sequence in microeconomics at the Ph.D. level. Hence, we would like to drop ECON 7725 and replace it with ECON 7703 (Advanced Microeconomics II).

This course does not duplicate any other course on campus.

Louisiana State University, Department of Economics

Econ 7703 – Advanced Microeconomics II

Spring 2015

Instructor: Briggs Depew Email: bdepew@lsu.edu

The purpose of this course is to provide a self-contained analysis of the some of the main building blocks of microeconomic theory.

The class will meet at 1:30 pm – 2:50 pm on Tuesday and Thursday in 1120 Business Education Complex.

I will be holding office hours at 3:00 – 5:00 on Wednesdays and Fridays (subject to change). Feel free to contact me through email if you cannot meet at the specified office hour time and I will try to set up a time to accommodate your schedule.

Text: Microeconomic Analysis, 3rd Edition by Hal R. Varian.

Supplemental Texts: Microeconomic Theory by Mas-Colell, Whinston, and Green (MSG), Advanced Microeconomic Theory by Jehle and Reny (JR), Game Theory for Applied Economists by Gibbons, Game Theory by Fudenberg and Tirole (FT), A Course in Microeconomic Theory by Kreps

Course Prerequisites: Econ 7720

Grading Policy:

Exams – There will be one midterm exam and a final exam. The final exam is not comprehensive. All exams will be given during regular class-time, i.e. at 1:30 pm. Make-up exams typically are not administered (however, feel free to contact me if extreme unexpected circumstances arise). Excuses for missed exams must be pre-approved except when this is not possible in an emergency situation. PLEASE NOTE: Traveling plans are not considered an excused absence.

Assignments - It is expected that the students have read the assigned material prior to class for the background necessary to properly participate in the discussion and think critically about the concepts addressed. As a general policy, for each hour you are in class, you (the student) should plan to spend at least two hours preparing for the next class. Since this course is for three credit hours, you should expect to spend at least six hours outside of class each week reading or writing assignments for the class. Students

will be assigned out of class assignments each week. These assignments are worth 20% of the student's grade.

Determination of the Final Course Grade:

Midterm Exam –40%

Final Exam – 40%

Assignments – 20%

The grade scale is A (100-90), B (89-80), C (79-70), D (69-60), F (below 60).

Other:

Class will begin promptly at the scheduled starting time. As a courtesy to others it is requested that you not arrive after class has begun or leave before it ends. Others will appreciate your courtesy in this manner. PLEASE NOTE: Since showing up late and leaving early is de facto disruptive to the class, students who disrupt the class in this or any other manner may be administratively dropped or have their course grade reduced at the instructor's discretion. If you must leave class early or will be late, please let me know before class begins.

Class attendance is not taken but is strongly encouraged since it is difficult to pass this class without regular class attendance. The subject matter is analytical in nature and it is imperative to keep up with the course material. Cell phones must be turned off or on silent. Tape recording of class lectures is not authorized. The instructor holds the right to excuse students from class or administratively drop them if necessary for violation of this policy.

The penalty for cheating is a failing grade in the course and a recommendation for expulsion from the University.

Students with disabilities who wish to request special accommodations are encouraged to contact me either by appointment or by office hours.

Minor revisions in course policies may be made at the instructor's discretion.

Course Outline:

Week 1: Review of prerequisite, Introduction to Varian Chapter 11 – Uncertainty

Week 2: Varian Chapter 11 – Uncertainty (Expected Utility); Additional: JR 2.4

Week 3: Varian Chapter 11 – Uncertainty (Risk Aversion); Additional: JR 2.4

Week 3: Varian Chapter 11 – Uncertainty (Insurance Markets); Additional: JR 2.4

Week 4: Varian Chapter 15 - Game Theory (Static Games)

Week 5: Varian Chapter 15 - Game Theory (Dynamic Games) Additional: FT 1 and 3, Gibbons 1 and 2

Week 6: Varian Chapter 15 - Game Theory (Nash Equilibrium) Additional: FT 1 and 3, Gibbons 1 and 2

Week 7: Varian Chapter 15 - Game Theory (Games with Imperfect Information) Additional: FT 1 and 3, Gibbons 1 and 2

Week 8: Varian Chapter 15 - Game Theory (Bayes-Nash Eqm, Auction Theory) Additional: FT 1 and 3, Gibbons 1 and 2

Week 9: Varian Chapter 14 – Monopoly; Additional: JR 4.2

Week 10: Varian Chapter 16 – Oligopoly; Additional: JR 4.2

Week 11: Varian Chapter 23 - Public Goods (23.1-23.3)

Week 12: Varian Chapter 23 - Public Goods (23.4-23.6)

Week 13: Varian Chapter 24 – Externalities (24.1-24.2)

Week 14: Varian Chapter 25 – Moral Hazard

Week 15: Varian Chapter 25 – Adverse Selection

Week 16: Varian Chapter 25 – Adverse Selection (continued); Additional: Kreps 16 and 17

REQUEST FOR **ADDITION** OF NEW COURSE

FORM A			
ADMINISTRATIVE USE ONLY			
DATE	TIME	DATE	TIME
Effective: <u>25/2015</u>			

Department	Economics	College	Business
Date	9-2-14		

PROPOSED COURSE DESCRIPTION

Rubric & No.	ECON 7717	Title	Introduction to Advanced Macroeconomics										
Short Title (≤ 19 characters)	I N T R O A D V M A C R O												
Semester Hours of Credit	3												
If combination course type, # hrs. of credit for	Lecture: _____						Lab/Sem/Rec: _____						
Repeat Credit Max. (if repeatable):	_____ credit hours				Graduate Credit?	<input checked="" type="checkbox"/> Yes			_____ No				
Credit will not be given for this course and:													
Course Type (Indicate hours in the appropriate course type.)													
Lecture	Lab	Seminar	Recitation	Lec/Rec	Lec/Sem	Lec/Lab	Res/Ind	Clin/Pract					
3													
Maximum enrollment per section: (use integer, e.g. 25 not 20-30)	30												
Grading System:	Letter Grade	<input checked="" type="checkbox"/> X	Pass/Fail		Final Exam:**	Yes	<input checked="" type="checkbox"/> X	No					

**** (Attach justification if the proposed course will not hold a final exam during examination week.) ****

Course Description:

(Concise catalog statement exactly as you wish it to appear in the General Catalog)

7717 Introduction to Advanced Macroeconomics (3) Prereq.: ECON 7610 or equivalent. Introduction to economic growth; heuristic dynamic macroeconomic models; topics include consumption and saving, investment, money demand, and introduction to macroeconomic policy.

BUDGET IMPACT (IF ANSWER TO ANY QUESTION IS "YES", ATTACH EXPLANATION.)

If this course is approved, will additional staff be needed?	Yes _____	No <input checked="" type="checkbox"/> X
Will additional space, equipment, special library materials or other major expense be involved?	Yes _____	No <input checked="" type="checkbox"/> X
Academic Affairs Approval:		
	(Date)	

ATTACHMENTS (ATTACH THE FOLLOWING TO YOUR PROPOSAL)

JUSTIFICATION: Justification must explain why this course is needed and how it fits into the curricula. Will the course duplicate other courses?

SYLLABUS: Including 14 week outline of the subject matter; titles of text, lab manual, and/or required readings; grading scale and criteria

(For 4000-level, specify graduate student grading criteria if requirements differ for graduate and undergraduate students).

APPROVALS

Department Faculty Approval Date	8-29-14	College Faculty Approval Date	9-30-14
	10/1/14		10/1/14
Department Chair's Signature	Date	College Dean's Signature	Date
	10-17		10/21/14
Graduate Dean's Signature	Date	Chair, FS C&C Committee's Signature	Date
College/Division/Department Contact: (please print)	W. Douglas McMillin		11/11/14
Contact Email:	eodoug@lsu.edu	Academic Affairs Approval	Date

Justification for ECON 7717

ECON 7717 is the core macroeconomics theory course for the MS in Economics and replaces ECON 7710, the previous core macroeconomics theory course in this program. The Economics Department changed the structure of its Ph.D. program two years ago without changing the course titles of any of its courses. In the new structure, first-year Ph.D. students begin their studies of macroeconomics with ECON 7715 (Macroeconomics II), the first pure Ph.D. level macroeconomics course, rather than with ECON 7710 as was done under the old structure. In the new structure, ECON 7710 was dropped as a required course for Ph.D. students since 7710 is a masters-level course. Many of the new Ph.D. students are confused as to why they begin their studies with Macroeconomics II rather than Macroeconomics I. In light of this confusion, we would like to change the number and course title of ECON 7710 and to update its course description to more accurately describe how the course content has evolved over time. The previous course description stressed discussion of static models, but, in response to the evolution of the literature, the content of this course moved to a focus on discussion of dynamic macroeconomic models to include growth models and the models used to understand and evaluate the effects of monetary and fiscal policy. The content of the course requires students to have the level of math knowledge in ECON 7610 or its equivalent; hence, ECON 7610 or its equivalent is a prerequisite for the course. Based on these considerations, we would like to drop ECON 7710 and replace it with ECON 7717 (Introduction to Advanced Macroeconomics) and to provide an updated course description for ECON 7717.

This course does not duplicate any other course on campus.

ECONOMICS 7717 (Introduction to Advanced Macroeconomics)

Fall 2015

W. D. McMillin

Office: 2329 BEC

Office Hours: 3:00-4:00 PM MW, by appointment, and anytime by email (eodoug@lsu.edu).

Text and Handouts:

No text is required, but, handouts for the course will be sent to you by email before class and will also be available online on the course webpage on Moodle (<http://moodle2.lsu.edu>). Moodle can also be accessed via your MyLSU account.

You are expected to have read the assigned material prior to class for the background necessary to properly participate in the discussion and think critically about the concepts addressed. As a general policy, for each hour you are in class, you should plan to spend *at least* two hours preparing for the next class. Since this course is for three credit hours, you should expect to spend *at least* six hours outside of class each week's reading or writing assignments for the class.

The **prerequisite** for this course is **math econ** (Econ 7610 or equivalent—can be taken concurrently with this course). It is also desirable, but not absolutely essential, that you have taken **intermediate macroeconomics**. If you need to review intermediate macroeconomics, one of the following texts can be consulted: (a) R. T. Froyen, *Macroeconomics: Theories and Policies*, (b) N.G. Mankiw, *Macroeconomics*, (c) Frederic Mishkin, *Macroeconomics: Policy and Practice, 2nd Ed.*, (d) A.B. Abel and B.S. Bernanke, *Macroeconomics*, or (e) Stephen D. Williamson, *Macroeconomics*. The latter provides an intermediate level development of an inter-temporal model.

Additionally, I have listed some journal articles that provide more depth on particular topics; not all of these articles are required reading. I will specify the required articles as we proceed. *All journal articles are available electronically from the course site on Moodle.*

Exams: There will be a mid-term and a final exam. The questions will be essay, and the final exam will focus on material covered since the mid-term exam.

Grade: Your course grade will be determined by your performance on the **two exams** which are worth 100 points each and by your performance on **five small problem sets** which are worth 50 points total. The maximum number of points that can be earned is 250. The minimum A is 90% of the maximum number of points (225), the minimum B is 80% of 250 (200), and so on.

All work on the exams and the problem sets is to be done solely by you. **Collaboration is not permitted on the problem sets and will be considered a violation of the student code of conduct and will be dealt with accordingly.**

Academic Misconduct:

Academic misconduct (i.e. cheating, plagiarism) as defined by the LSU Code of Student Conduct will be prosecuted vigorously. For the activities that are considered to be academically dishonest and the possible sanctions imposed on a student who is found guilty of academic dishonesty, refer to the *Code of Student Conduct*: [Code of Student Conduct | Student Advocacy & Accountability](#)

TENTATIVE COURSE OUTLINE

Historical Note: Development of Macroeconomics (not covered in class)

N. Gregory Mankiw. "The Macroeconomist as Scientist and Engineer." May 2006.

Michael Woodford. "Revolution and Evolution in Twentieth-Century Macroeconomics." June 1999. [Presented at a conference, *Frontiers of the Mind in the Twenty-First Century*, U.S. Library of Congress, Washington, D.C., June 1999.]

I. National Income Accounting

You need to be familiar with basic terminology and should therefore read the national income accounting chapter in a good intermediate macro textbook. This is to be **read on your own** and will not be discussed in class. You will not be tested directly on this material, but I will assume you have read this material and that you understand the fundamental national income accounting identities, and, for example, the definition of investment as it is used in macroeconomics.

II. Long-Run [Weeks 1-5]

A. Aggregate Supply

1. Lecture includes discussion of expectation formation
2. Background reading: Branson, Ch. 6, 7; Froyen, Ch. 3, 8 (pp. 161-185); Branson, Ch. 11; Froyen, Ch. 11; C. L. F. Attfeld, D. Demery, and N. W. Duck. *Rational Expectations in Macroeconomics: An Introduction to Theory and Evidence*. 2nd. ed. (New York: Basil Blackwell, 1991. Chapters 1-2..
3. J. D. Hamilton. "Historical Oil Shocks," In *Handbook of Major Events in Economic History* (2013, Edward Elgar Publishing), ed. by Randall Parker and Robert Whaples.
4. K. Sill, "The Macroeconomics of Oil Shocks," Federal Reserve Bank of Philadelphia *Business Review* (Q1 2007), 21-31.

B. Economic Growth

1. Lecture: Solow Model and Simple Endogenous Growth Models
2. Background reading: Branson, Ch. 24; Mankiw, Ch. 7, 8.

III. A Simple New-Keynesian-type Model [Weeks 6-10]

A. Lecture

B. Background reading:

1. Wendy Carlin and David Soskice, "The 3-Equation New Keynesian Model—A Graphical Exposition." *Contributions to Macroeconomics* 5 (2005), 1-36.
2. Benjamin Friedman, "The Simple Analytics of Monetary Policy: A Post-Crisis Approach," NBER Working Paper #18960, April 2013.
3. Michael Woodford, "Financial Intermediation and Macroeconomic Analysis," *Journal of Economic Perspectives* 24 (Fall 2010), 21-44.

IV. Topics [Weeks 11-15]

A. Consumption

1. Lecture
2. Background reading:
 - a. Branson, Ch. 12; Froyen, Ch. 14 (pp. 278- top 294).
 - b. M. Friedman. *A Theory of the Consumption Function*. (Princeton: Princeton University Press, 1957). Chs. 1-3, 9.
 - c. A. Ando and F. Modigliani, "The 'Life-Cycle' Hypothesis of Saving: Aggregate Implications and Tests," *American Economic Review* 53 (1963), 55-84.
 - d. Attfeld-Demery-Duck, Ch. 9 (Rational Expectations and the Permanent Income Hypothesis).

B. Ricardian Equivalence & Debt Sustainability

1. Lecture
2. Background reading:
 - a. R. J. Barro, "The Ricardian Approach to Budget Deficits," *Journal of Economic Perspectives* 3 (Spring 1989), 37-54.
 - b. J.J. Seater, "Ricardian Equivalence." *Journal of Economic Literature* 31 (March 1993), 142-top 160.

C. Investment

1. Lecture
2. Background reading:
 - a. Branson, Ch. 13; Froyen, Ch. 14 (top 294-306).
 - b. D. W. Jorgenson, "The Theory of Investment Behavior," in R. Ferber, ed. *Determinants of Investment Behavior* (NBER, 1967), 129-55.
 - c. F. Hayashi, "Tobin's Marginal q and Average q: A Neoclassical Interpretation," *Econometrica* 50 (January 1982), 213-24.
 - d. R. G. Hubbard. "Capital-Market Imperfections and Investment," *Journal of Economic Literature* 36 (March 1998), 193-225.

D. Money Demand

1. Lecture
2. Background reading:
 - a. Branson, Ch. 14; Froyen, Ch. 15.
 - b. W. J. Baumol, "The Transactions Demand for Cash: An Inventory Theoretic Approach," *Quarterly Journal of Economics* 66 (November 1952), 545-56.
 - c. J. Tobin, "Liquidity Preference as Behavior Towards Risk," *Review of Economic Studies* 25 (February 1958), 65-86.
 - d. M. Friedman, "The Quantity Theory of Money: A Restatement," in M. Friedman, ed. *Studies in the Quantity Theory of Money* (Chicago: University of Chicago Press, 1956), 3-21.
 - e. B. McCallum, "The Demand for Money," in B. T. McCallum, *Monetary Economics: Theory and Policy*, Macmillan Publishing Co., 33-42.

E. Macroeconomic Policy

1. W. Brainard, "Uncertainty and the Effectiveness of Policy," *American Economic Review* 57 (May 1967), 411-25.
2. J. C. Williams. "A Defense of Moderation in Monetary Policy," *Journal of Macroeconomics*, 38, December 2013, 137-150.
2. B. Bernanke. "The Logic of Monetary Policy." Speech National Economists Club, December 4, 2004.
3. A. Orphanides, "Taylor Rules," Federal Reserve Board, Finance and Economics Discussion Series Working Paper 2007-18, Jan. 2007. (Published in *The New Palgrave*).
4. B.S. Bernanke and F.S. Mishkin, "Inflation Targeting: A New Framework for Monetary Policy," *Journal of Economic Perspectives* 11 (Spring 1997), 97-116.
5. F.S. Mishkin, "Why the Federal Reserve Should Adopt Inflation Targeting," *International Finance* 7 (1 2004), 117-27.
6. B.M. Friedman, "Why the Federal Reserve Should Not Adopt Inflation Targeting," *International Finance* 7 (1 2004), 129-36.
7. L. E. O. Svensson. "Some Lessons from Six Years of Practical Inflation Targeting," *Sveriges Riksbank Economic Review*, 3, 2013.
8. J. B. Taylor, "Reassessing Discretionary Fiscal Policy," *Journal of Economic Perspectives* 14 (Summer 2000), 21-36.
9. A.J. Auerbach, "Implementing the new Fiscal Policy Activism," *American Economic Review* 99 (May 2009), 543-49.
10. J.B. Taylor, "The Lack of an Empirical Rationale for a Revival of Discretionary Fiscal Policy," *American Economic Review* 99 (May 2009), 550-55.

11. M. Feldstein, "Rethinking the Role of Fiscal Policy," *American Economic Review* 99 (May 2009), 556-59.
12. J. B. Taylor. "An Empirical Analysis of the Revival of Fiscal Activism in the 2000s." Working Paper, 2011.
13. J. B. Taylor. "Historical Evidence on the Benefits of Rules-Based Economic Policy." Address at American Economic Association, Jan. 2011.
14. C. Wyplosz. "Fiscal Rules: Theoretical Issues and Historical Experiences." NBER Pre-Conference Fiscal Policy after the Crisis, 2011.

F. Financial Crisis of 2007-2009

1. G. Gorton and A. Metrick. "The Financial Crisis of 2007-2009." In *Handbook of Major Events in Economic History* (2013, Edward Elgar Publishing), ed. by Randall Parker and Robert Whaples.
2. M.N. Baily, R.E. Litan, and M.S. Johnson. "The Origins of the Financial Crisis." The Brookings Institution, Fixing Finance Series—Paper 3, Nov. 2008.
3. C. Reinhart and K.S. Rogoff. "The Aftermath of Financial Crises." *American Economic Review* 99 (May 2009), 466-72.
3. B. S. Bernanke. "The Crisis and Policy Response." The Stamp Lecture, London School of Economics, Jan. 13, 2009.
4. W. D. McMillin. "Monetary Policy in the Crisis of 2008 and Beyond." In *Handbook of Major Events in Economic History* (2013, Edward Elgar Publishing), ed. By Randall Parker and Robert Whaples.
5. B. S. Bernanke. "The Federal Reserve: Looking Back, Looking Forward." Presented at Annual Meeting of the American Economic Association, Jan. 3, 2014.
6. J. C. Williams. "Lessons from the Financial Crisis for Unconventional Monetary Policy." Panel discussion, NBER Conference, Federal Reserve Bank of San Francisco, Oct. 18, 2013.

REQUEST FOR ADDITION OF NEW COURSE

FORM A ADMINISTRATIVE USE ONLY			
<input checked="" type="checkbox"/> APPROVED			
<input type="checkbox"/> DENIED			
<input type="checkbox"/> PENDING			
<input type="checkbox"/> ON HOLD			
Effective <u>2/5/2015</u>			

Department	Economics	College	Business
Date	9-2-14		

PROPOSED COURSE DESCRIPTION

Rubric & No.	ECON 7718	Title	Advanced Macroeconomics I														
Short Title (≤ 19 characters)		A	D	V		M	A	C	R	O	I						
Semester Hours of Credit		3															
If combination course type, # hrs. of credit for		Lecture: _____					Lab/Sem/Rec: _____										
Repeat Credit Max. (if repeatable):		_____ credit hours			Graduate Credit?		<input checked="" type="checkbox"/> Yes			_____ No							
Credit will not be given for this course and:																	
Course Type (Indicate hours in the appropriate course type.)																	
Lecture	Lab	Seminar	Recitation	Lec/Rec	Lec/Sem	Lec/Lab	Res/Ind	Clin/Pract									
3				1	1	1											
Maximum enrollment per section: (use integer, e.g. 25 not 20-30)										30							
Grading System:		Letter Grade <input checked="" type="checkbox"/>			Pass/Fail _____		Final Exam:**		Yes <input checked="" type="checkbox"/>			No _____					

(Attach justification if the proposed course will not hold a final exam during examination week.)

Course Description:

(Concise catalog statement exactly as you wish it to appear in the *General Catalog*)

7718 Advanced Macroeconomics I (3)

Focus is on the microeconomic foundations of macroeconomics and the theory of economic growth; topics covered include consumption and savings, investment, and overlapping generations models.

BUDGET IMPACT (IF ANSWER TO ANY QUESTION IS "YES", ATTACH EXPLANATION.)

If this course is approved, will additional staff be needed?	Yes _____	No <input checked="" type="checkbox"/>
Will additional space, equipment, special library materials or other major expense be involved?	Yes _____	No <input checked="" type="checkbox"/>
Academic Affairs Approval:	(Date)	

ATTACHMENTS (ATTACH THE FOLLOWING TO YOUR PROPOSAL)

JUSTIFICATION: Justification must explain why this course is needed and how it fits into the curricula. Will the course duplicate other courses?

SYLLABUS: Including 14 week outline of the subject matter; titles of text, lab manual, and/or required readings; grading scale and criteria

(For 4000-level, specify graduate student grading criteria if requirements differ for graduate and undergraduate students).

APPROVALS

Department Faculty Approval Date	8-29-14	College Faculty Approval Date	9-30-14
 Department Chair's Signature	10/1/14 Date	 College Dean's Signature	10/1/14 Date
 Graduate Dean's Signature	10-17 Date	 Chair, FS C&C Committee's Signature	10/21/14 Date
College/Division/Department Contact: (please print)	W. Douglas McMillin		
Contact Email:	eodoug@isu.edu		
		 Academic Affairs Approval	11/11/14 Date

Justification for ECON 7718

ECON 7718 is the first of two core macroeconomics theory courses in the Economics Ph.D. program and replaces ECON 7715, its predecessor in the Economics Ph.D. program. The Economics Department changed the structure of its Ph.D. program two years ago without changing the course titles of any of its courses. In the new structure, first-year Ph.D. students begin their studies of macroeconomics with ECON 7715 (Macroeconomics II), the first pure Ph.D. level macroeconomics course whereas in the old structure students first took ECON 7710 (Macroeconomics I) and then 7715. Many of the new Ph.D. students are confused as to why they begin their studies with Macroeconomics II. In light of this confusion, we would like to change the number and course title of ECON 7715 and to update its course description to more accurately describe how the course content has evolved over time. The previous course description was a 1980s-style description of the content, and, following the evolution of the literature, the content has evolved to focus on the microeconomic foundations of macroeconomics as well as growth and specific topics such as consumption and saving, investment, and overlapping generations models. Business cycle models are now covered in the next required macroeconomics theory course (currently ECON 7735) rather than in ECON 7715. Consequently, we would like to drop ECON 7715 and replace it with ECON 7718 (Advanced Macroeconomics I) and to provide an updated course description for ECON 7718.

This course does not duplicate any other course on campus.

ADVANCED MACROECONOMICS I

Economics 7718, Fall 2015

Instructor: Bulent Unel
Office: 2435 BEC
Email: bunel@lsu.edu

Course Description

This course is intended to help students to understand important macroeconomic issues such as economic growth, consumption, investment, and business cycles at an advanced level. It also introduces students to important mathematical techniques (such as continuous time optimization, dynamic programming, and dynamical systems), which are commonly used in research.

The textbook is *Advanced Macroeconomics*, by David Romer, 4th edition. When covering mathematical techniques, I will use my lecture notes. Course materials will be posted on the course site on Moodle.

Some excellent references for further study of topics treated in the course are *Models for Dynamic Macroeconomics*, by Fabio-Cesare Bagliano and Giuseppe Bertola, *Macroeconomic Theory*, by Michael Wickens, 2nd edition; *Recursive Macroeconomic Theory*, by Lars Ljungqvist and Thomas J. Sargent, 3rd edition; and *Economic Growth*, by Robert J. Barro and Xavier Sala-i-Martin, 2nd edition. The last one provides a comprehensive treatment of economic growth.

Homework

It is expected that the students have read the assigned material prior to class for the background necessary to properly participate in the discussion and think critically about the concepts addressed. As a general policy, for each hour you are in class, you (the student) should plan to spend at least two hours preparing for the next class. Since this course is for

three credit hours, you should expect to spend at least six hours outside of class each week reading or writing assignments for the class.

There will be 5–6 problem sets. The grades you get from homework will not be included in your course grade. However, doing and submitting your homework will be very helpful for your exams.

Exams and Grades

There will be two midterms and a final exam. Each midterm will be 30%, the final exam will be 40% of your overall grade.

Grade Distribution: 85 and above will get A; between 75 and 85 will get B; between 65 and 75 will get C; between 55 and 65 will get D; and below 55 will fail the course.

COURSE OUTLINE

1. Economic Growth

1.A. Neoclassical Growth Models

- *Week 1:* The Solow model, Sections 1.1–1.5 in Romer (2012)
- *Week 2:* Lecture notes on dynamical systems
- *Week 3:* The Ramsey model, Sections 2.1–2.3 in Romer (2012)
- *Week 4:* Lecture notes on dynamic optimization
- *Week 5:* Comparative Statics in the Ramsey model, Sections 2.5–2.7 in Romer (2012)

1.B. Endogenous Growth Models

- *Week 6:* Lecture notes on endogenous growth models

1.C. Growth Empirics

- *Week 7:* Sections 1.6–1.7 in Romer (2012) and lecture notes
- *Week 8:* Sections 4.1–4.2 in Romer (2012) and lecture notes

2. Consumption Theory

- *Week 9:* Consumption under certainty, Chapter 1 in Bagliano and Bertola (2004)
- *Week 10:* Consumption under uncertainty, Chapter 1 in Bagliano and Bertola (2004)

3. Investment Theory

- *Week 11*: Investment under certainty, Sections 9.1–9.6 in Romer (2012)
- *Week 12*: Investment under uncertainty, Sections 9.7 and 9.9 in Romer (2012)

4. Real Business Cycle Theory

- *Week 13*: Economic fluctuations, Sections 5.1–5.2 in Romer (2012)
- *Week 14*: A basic RBC model, Sections 5.3–5.5 in Romer (2012)
- *Week 15*: Lecture notes on dynamic programming

REQUEST FOR **ADDITION** OF NEW COURSE

FORM A	
ADMINISTRATIVE USE ONLY	
PREP	DATE
ASST	DATE
EXT	DATE
Effective: 2/25/2015	

Department	Economics	College	Business
Date	9-2-14		

PROPOSED COURSE DESCRIPTION

Rubric & No.	ECON 7719	Title	Advanced Macroeconomics II										
Short Title (≤ 19 characters)	A D V M A C R O I I												
Semester Hours of Credit	3												
If combination course type, # hrs. of credit for	Lecture: _____					Lab/Sem/Rec: _____							
Repeat Credit Max. (if repeatable):	_____ credit hours				Graduate Credit?	<input checked="" type="checkbox"/> Yes			_____ No				
Credit will not be given for this course and:													
Course Type (Indicate hours in the appropriate course type.)													
Lecture	Lab	Seminar	Recitation	Lec/Rec	Lec/Sem	Lec/Lab	Res/Ind	Clin/Pract					
3				/	/	/							
Maximum enrollment per section: (use integer, e.g. 25 not 20-30)	30												
Grading System:	Letter Grade <input checked="" type="checkbox"/>	Pass/Fail _____	Final Exam:**	Yes <input checked="" type="checkbox"/>			No _____						

** (Attach justification if the proposed course will not hold a final exam during examination week.) **

Course Description:

(Concise catalog statement exactly as you wish it to appear in the General Catalog)

7719 Advanced Macroeconomics II (3) Prereq: ECON 7718. Advanced dynamic general equilibrium models; includes recursive methods, real business cycle models, new-Keynesian economics, and asset pricing models.

BUDGET IMPACT (IF ANSWER TO ANY QUESTION IS "YES", ATTACH EXPLANATION.)

If this course is approved, will additional staff be needed?	Yes _____	No <input checked="" type="checkbox"/>
Will additional space, equipment, special library materials or other major expense be involved?	Yes _____	No <input checked="" type="checkbox"/>
Academic Affairs Approval:	(Date)	

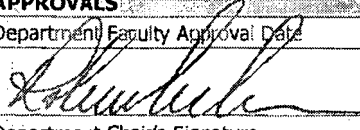
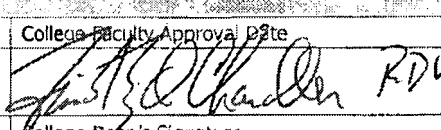
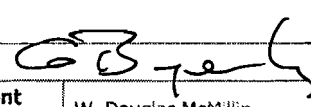
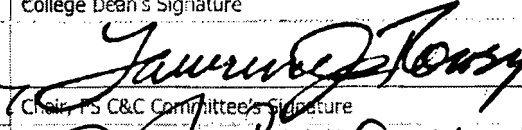
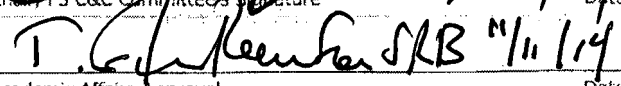
ATTACHMENTS (ATTACH THE FOLLOWING TO YOUR PROPOSAL)

JUSTIFICATION: Justification must explain why this course is needed and how it fits into the curricula. Will the course duplicate other courses?

SYLLABUS: Including 14 week outline of the subject matter; titles of text, lab manual, and/or required readings; grading scale and criteria

(For 4000-level, specify graduate student grading criteria if requirements differ for graduate and undergraduate students).

APPROVALS

Department Faculty Approval Date	8-29-14	College Faculty Approval Date	9-30-14
	10/1/14	 RDW	10/1/14
Department Chair's Signature	Date	College Dean's Signature	Date
	Date 10-1-14		10/21/14
Graduate Dean's Signature	Date	Chair, PS C&C Committee's Signature	Date
College/Division/Department Contact: (please print)	W. Douglas McMillin	 T.G. Keenan	11/11/14
Contact Email:	eodoug@lsu.edu	Academic Affairs Approval	Date

Justification for ECON 7719

The Economics Department changed the structure of its Ph.D. program two years ago without changing the course titles of any of its courses. In the new structure, first-year Ph.D. students begin their studies of macroeconomics with ECON 7715 (Macroeconomics II), the first pure Ph.D. level macroeconomics course. The next Ph.D. macroeconomics course is ECON 7735 (Macroeconomics III). In the new structure, Ph.D. students are required to take only two macroeconomics courses, and many of the new Ph.D. students are confused as to why the second macroeconomics course is named Macroeconomics III. In light of this confusion, we would like to change the number and course title of ECON 7735 and to update its course description to more accurately describe the current course content. The current course description includes endogenous growth theories and empirical tests of the models in the course description as additional topics, but the proposed course description for 7719 drops these two topics. Endogenous growth is now covered in the first Ph.D. macroeconomic theory course (currently ECON 7715/ECON 7718 (where 7718 is the proposed new replacement course for 7715)), and empirical tests of macroeconomic models are covered in the macroeconomics field courses. Hence we would like to drop ECON 7735 and replace it with ECON 7719 (Advanced Macroeconomics II).

This course does not duplicate any other course on campus.

Louisiana State University

ECON 7719 Advanced Macroeconomics II

Fang Yang
2322 Business Education Complex
Nicholson Extension
Baton Rouge, LA 70803
Phone: 225-578-3803
Email: fyang@lsu.edu

Office Hours: Tuesday and Thursday, 12:00pm-1:00pm

Course Objectives

The goal of this course is to extend the analytical approach that was begun in the last two semesters. In this course we will review the (U.S.) stylized business cycle facts, and develop and analyze dynamic partial and general equilibrium models in a stochastic setting. A broader goal is to help you understand the importance of expectations, and the ways in which equilibrium behavior under uncertainty differs from equilibrium behavior under certainty.

Requirements

There will be one in-class midterm worth 35 percent of your grade and one final exam worth 55 percent of your grade in this class. The date of the midterm will be announced in class. The final exam will not be explicitly cumulative, but the material covered in each part of the course will require a deep familiarity with the material covered in the preceding parts. There will be several problem sets, cumulatively worth 10 percent of your grade. Your solutions will be graded on a scale of check plus (100), check (70), check minus (40), or zero.

It is expected that the students have read the assigned material prior to class for the background necessary to properly participate in the discussion and think critically about the concepts addressed. As a general policy, for each hour you are in class, you (the student) should plan to spend *at least* two hours preparing for the next class. Since this course is for three credit hours, you should expect to spend *at least* six hours outside of class each week reading or writing assignments for the class

The grade scale for the course grade is:

[90-100]	A
[80-90)	B
[70-80)	C
[60-70)	D
below 60	F

Prerequisites

Econ 7718 Advanced Macroeconomics I.

Texts

A reading list appears below. While the lectures are designed to be self-contained, you might find it useful to acquire the following texts:

Romer, David, 2006, *Advanced Macroeconomics*, Third Edition, New York: McGraw-Hill.
Ljungqvist, Lars, and Thomas Sargent, 2004, *Recursive Macroeconomic Theory*, 2nd Edition, Cambridge, Massachusetts: The MIT Press
Notes by Professor Stephen Williamson www.artsci.wustl.edu/~swilliam/courses/notes06.pdf

A second set of readings consists of the slides for my lectures and technical notes, which can be found on the University's moodle.

I also recommend that you spend time reviewing a good undergraduate textbook. Examples of such books are:

Abel, Andrew B., and Ben S. Bernanke, 2011, *Macroeconomics*, 7th Edition, Reading, Massachusetts: Addison-Wesley.
Williamson, Stephen D., 2010, *Macroeconomics*, 4th Edition, Reading, Massachusetts: Addison-Wesley.
Farmer, Roger E.A., 2002, *Macroeconomics*, 2nd Edition, Southwestern Press.

Outline

1. Basic (U.S) Business Cycle Facts
 - The facts
 - Review of statistics and introduction to stochastic processes
 - Detrending methods
2. The Keynesian View, Rational Expectations and Policy (In)effectiveness
 - Helicopter tour of IS-LM and AD-AS models
 - ARMA processes and conditional expectations
 - AD-AS models with expectations
 - Phillips curve
 - Lucas' signal extraction model
3. Optimal Consumption under Uncertainty
 - Optimization under uncertainty
 - Dynamic programming
 - The basic consumption model

- Permanent income/life cycle hypothesis
 - Random walk hypothesis
 - Precautionary saving & liquidity constraints
4. Asset Pricing
- Introduction to rational expectations equilibria
 - The Lucas tree economy
 - Linear expectational difference equations and lag operators
 - Extensions: the equity premium, contingent claims
5. Real Business Cycles
- The basic stochastic growth model
 - Dynamic labor supply
 - Linearization, calibration and simulation
 - Criticisms and extensions
6. Job Search and Match
- One-sided search
 - Two-sided search
7. Introduction to New Keynesian Models of Money
- A simple cash-in-advance model with production
 - An optimizing model with nominal rigidities
 - Interest rate rules

Reading List

Items identified by the author are one of the texts listed above. Underlined readings are linked to electronic journal archives.

1. Basic (U.S) Business Cycle Facts
 - Williamson, Chapter 3; Abel & Bernanke Chapters 8.1-8.3.
 - Romer, Chapters 4.1-4.2.
 - King, Robert G., Charles I. Plosser, & Sergio T. Rebelo, 1988, "Production, Growth & Business Cycles I. The Basic Neoclassical Model," *Journal of Monetary Economics* 21, pp. 195-232.
 - Cooley, Thomas F., and Edward C. Prescott, 1995, "Economic Growth and Business Cycles," in Thomas F. Cooley (ed.), *Frontiers of Business Cycle Research*, Princeton, New Jersey: Princeton University Press, pp. 1-38.
 - King, Robert G., and Sergio T. Rebelo, 1999, "Resuscitating Real Business Cycles," in Michael Woodford and John B. Taylor (eds.), *Handbook of Macroeconomics*, Amsterdam: North-Holland, Chapter 14.
2. The Keynesian View, Rational Expectations and Policy (In)effectiveness
 - Romer, Chapters 5 and 6 (Part A).
 - Abel & Bernanke, Chapters 9-12; Williamson, Chapters 9-12
 - Lucas, Robert E. Jr., 1976, "Econometric Policy Evaluation: A Critique," in Karl Brunner and Allan H. Meltzer (eds.), *Carnegie-Rochester Series on Public Policy* 1, pp. 19-46.
3. Optimal Consumption under Uncertainty

- Technical Note Packet: “Optimization Under Uncertainty.”
 - One of: (i) Ljungqvist and Sargent, Chapter 3; or (ii) Sargent, Thomas J., 1987, *Dynamic Macroeconomic Theory*, Cambridge, Massachusetts: Harvard University Press, Chapter 1.
 - Romer, Chapter 7.
 - Williamson, Chapter 8; Abel & Bernanke, Appendix 4.A.
 - Deaton, Angus. 1991. “Saving and Liquidity Constraints.” *Econometrica* 59, pp. 1221-1248.
 - Gourinchas, Pierre-Olivier, and Jonathan Parker. 2002. “Consumption Over the Life Cycle.” *Econometrica* 70(1), pp. 47-89.
4. Asset Pricing
- One of: (i) Ljungqvist and Sargent, Chapters 8 and 13; or (ii) Sargent, Chapter 3.
 - Romer, Chapter 7.
5. Real Business Cycles
- Chapters 1 in “Frontiers in Business Cycle Research”.
 - Solow, Robert M., 1957, “Technical Change and the Aggregate Production Function,” *Review of Economics and Statistics* 39, pp. 312-320.
 - Williamson, Chapters 10 and 12; Abel and Bernanke, Chapters 6.1, 10.
 - Romer, Chapter 4.
 - Low, Hamish, 2005, “Self-insurance in a Life-cycle Model of Labour Supply and Savings,” *Review of Economic Dynamics* 8, pp. 945-975.
 - Stadler, George W., 1994, “Real Business Cycles,” *Journal of Economic Literature* 33, pp. 1750-1783.
 - King, Robert G., Charles I. Plosser, & Sergio T. Rebelo, 1988, “Production, Growth & Business Cycles I. The Basic Neoclassical Model,” *Journal of Monetary Economics* 21, pp. 195-232.
 - Rebelo, Sergio T., 2005, “Real Business Cycle Models: Past, Present, and Future,” *Scandinavian Journal of Economics*, 107(2), pp. 217-238.
 - King, Robert G., and Sergio T. Rebelo. 1999. “Resuscitating Real Business Cycles,” in Michael Woodford and John B. Taylor (eds.), *Handbook of Macroeconomics*, Amsterdam: North-Holland, Chapter 14, especially section 2.
 - King, Robert G., Charles I. Plosser, & Sergio T. Rebelo, 2002. “Production, Growth & Business Cycles I. Technical Appendix,” *Computational Economics* 20, pp. 87-116.
 - Baxter, Marianne and Robert G. King, 1993, “Fiscal Policy in General Equilibrium,” *American Economic Review* 83, pp. 315-334.
 - Christiano Lawrence J., and Martin Eichenbaum, 1992, “Current Real-Business-Cycle Theories and Aggregate Labor-Market Fluctuations,” *American Economic Review*, 82(3), pp. 430-450.
 - Burnside, Craig, Martin Eichenbaum, and Sergio Rebelo, 1993, “Labor Hoarding and the Business Cycle,” *Journal of Political Economy*, 101(2), pp. 245-273.
 - Cogley, Timothy and James M. Nason, 1995, “Output Dynamics in Real-Business-Cycle Models,” *American Economic Review* 85, pp. 492-511.
 - Boldrin, Michele, Lawrence J. Christiano, and Jonas D. M. Fisher, 2001, “Habit Persistence, Asset Returns, and the Business Cycle,” *American Economic Review* 91, pp. 149-166.
 - Cooper, Russell, and Alok Johri, 2002, “Learning-by-doing and Aggregate Fluctuations,” *Journal of Monetary Economics* 49(8), pp. 1539-1566.
6. Job Search and Match
- Williamson’s notes, chapter 7, Search and Unemployment

7. Introduction to New Keynesian Models of Money

- Williamson's notes, chapter 8, A simple cash-in-advance model with production
- Romer, Chapters 6.8–6.10.
- Walsh, Carl E, 2003, *Monetary Theory and Policy*, 2nd Edition, Cambridge, MA: The MIT Press, Chapters 2 and 5.
 - Golosov, Mikhail and Robert E. Lucas Jr., 2007, "Menu Costs and Phillips Curves," *Journal of Political Economy* 115(2), pp. 171-199.
 - Midrigan, Virgiliu, 2011, "Menu Costs, Multi-Product Firms, and Aggregate Fluctuations," *Econometrica* 79(4), pp. 1139-1180.
 - Woodford, Michael, 2003, *Interest and Prices: Foundations of a Theory of Monetary Policy*, Princeton, New Jersey: Princeton University Press.
 - Smets, Frank and Rafael Wouters, 2003, "An Estimated Stochastic Dynamic General Equilibrium Model of the Euro Area," *Journal of the European Economic Association* 1(5): 1123-1175.
 - Christiano, Lawrence J., Martin Eichenbaum, and Charles L. Evans, 2005, "Nominal Rigidities and the Dynamic Effects of a Shock to Monetary Policy," *Journal of Political Economy* 113(1), pp. 1-45.

Tentative Outline

This schedule will change as the semester proceeds. Updates will be provided in class. All readings are required.

Week	Topics
1	Basic (U.S) Business Cycle Facts
2	Basic (U.S) Business Cycle Facts
3	The Keynesian View, Rational Expectations and Policy (In)effectiveness
4	The Keynesian View, Rational Expectations and Policy (In)effectiveness
5	Optimal Consumption under Uncertainty
6	Optimal Consumption under Uncertainty
7	Asset Pricing
8	Asset Pricing
9	Real Business Cycles
10	Real Business Cycles
11	Real Business Cycles
12	Job Search and Match
13	Introduction to New Keynesian Models of Money
14	Introduction to New Keynesian Models of Money

REQUEST FOR DROPPING A COURSE

FORM B ADMINISTRATIVE USE ONLY			
<input checked="" type="checkbox"/> PREP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> DET	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> CAT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective: <u>3/2015</u>			

Department	Economics	College	Business
Date	9-2-14		

COURSE DESCRIPTION

Rubric & No.	ECON 7700	Title	Price Theory I
Semester Hours of Credit		3	

NOTE: Affected departments must be notified in writing and with adequate time allowed for written response(s). Responses must be included with this form.

Has this drop been discussed with and approved by all departments/colleges affected? Yes X No N/A

This course is presently **included** or **referenced** in the following curriculum, minor, concentration, area of specialization, or catalog chapter:
(If additional space is needed, please attach a separate piece of paper.)

Agricultural Economics MS Program	Accounting PhD Program
Finance PhD Program	
Is this course a prerequisite or corequisite for any other courses? (If answer to above is "yes", please list courses by rubric and course number. (If additional space is needed, please attach a separate piece of paper.)	Yes <u> </u> No <u>X</u>
Rubric <u>AGEC</u> Course # <u>7203</u>	Rubric <u>AGEC</u> Course # <u>7303</u>
Rubric <u>AGEC</u> Course # <u>7603</u>	Rubric <u>AGEC</u> Course # <u>7613</u>
Is this course on the general education list? If yes, attach approval of drop from General Education Committee	Yes <u> </u> No <u>X</u>
	<u>ECON 7725</u>

REASON FOR REQUEST TO DROP COURSE:

The Economics Department changed the structure of its Ph.D. program two years ago without changing the course titles of any of its courses. In the new structure, first-year Ph.D. students begin their studies of microeconomics with ECON 7720 (Price Theory II), the first pure Ph.D. level microeconomics course, rather than with ECON 7700 as was done under the old structure. In the new structure, ECON 7700 was dropped as a required course for Ph.D. students since 7700 is primarily a masters-level course. Many of the new Ph.D. students are confused as to why they begin their studies with Price Theory II rather than Price Theory I. In light of this confusion, we would like to change the number and course title of ECON 7700 and to update its course description to more accurately describe how the course content has evolved over time. Hence we would like to drop ECON 7700 and replace it with ECON 7701 (Introduction to Advanced Microeconomics). We are filing the appropriate forms to add ECON 7701.

APPROVALS

Department Faculty Approval Date	8-29-14	College Faculty Approval Date	9-30-14
	10/11/14		10/11/14
Department Chair's Signature	Date	College Chair's Signature	Date
Graduate Dean's Signature	Date <u>10-17</u>	Chair, FS C&C Committee's Signature	Date
College/Division/Department Contact: (please print)	W. Douglas McMillin		11/11/14
Contact Email:	eodoug@lsu.edu	Academic Affairs Approval	Date

Hi Doug,

Thanks for the email. I guess our courses will have to change with new numbers as well. Let's move forward with it.

Thanks,

Ashok K. Mishra
Donald E. Welge Endowed Professor
Director of Graduate Studies
Dept. of Ag. Economics and Agribusiness | LSU & LSU AgCenter
128 Martin D. Woodin Hall | Baton Rouge, LA 70803
ph: 225.578.0262 | fax: 225.578.2716 | mobile: 704-219-9938
amishra@agcenter.lsu.edu | amishra@lsu.edu
<http://www.lsuagcenter.com/en/communications/authors/AMishra.htm>

From: Cramer, Gail L.
Sent: Wednesday, October 15, 2014 8:24 AM
To: Mishra, Ashok
Subject: FW: econ course changes

What do you think? Please handle. Gail

From: W Douglas McMillin [<mailto:eodoug@lsu.edu>]
Sent: Tuesday, October 14, 2014 5:27 PM
To: Cramer, Gail L.; Mishra, Ashok
Subject: econ course changes

Gail and Ashok:

Ms. Anna Castrillo of the Registrar's Office looked over our proposed course changes and noted that AGECE 7203, 7303, 7603, and 7613 are affected by the changes since they list ECON 7700 as a prereq. As noted in my earlier email, we are changing the title (but not the contents) and number of 7700 to Econ 7701 Introduction to Advanced Microeconomics. Ms. Castrillo asked if you wanted to change the prereq from 7700 to 7701 for the four courses. If so, she will prepare the appropriate forms for your departmental approval and signature.

Please let me know if you want to change the prereq to 7701, and I will let her know.

Thanks,
Doug

W. Douglas McMillin
Mack Hornbeak Professor & Graduate Director
Dept. of Economics
Louisiana State University
Baton Rouge, LA 70803-6306
Email: eodoug@lsu.edu

REQUEST FOR **DROPPING** A COURSE

FORM B			
ADMINISTRATIVE USE ONLY			
DATE	TIME	BY	REMARKS
Effective: <u>3/31/2015</u>			

Department	Economics	College	Business
Date	9-2-14		

COURSE DESCRIPTION

Rubric & No.	ECON 7720	Title	Price Theory II
Semester Hours of Credit	3		

NOTE: Affected departments must be notified in writing and with adequate time allowed for written response(s). Responses must be included with this form.

Has this drop been discussed with and approved by all departments/colleges affected? Yes X No N/A

This course is presently **included** or **referenced** in the following curriculum, minor, concentration, area of specialization, or catalog chapter:

(If additional space is needed, please attach a separate piece of paper.)

Agricultural Economics PhD Program	
Finance PhD Program	

Is this course a prerequisite or corequisite for any other courses? (If answer to above is "yes", please list courses by rubric and course number. (If additional space is needed, please attach a separate piece of paper.)

Yes No X

Rubric <u>ECON</u> Course # <u>7720</u>	Rubric <u> </u> Course # <u> </u>	Rubric <u> </u> Course # <u> </u>	Rubric <u> </u> Course # <u> </u>
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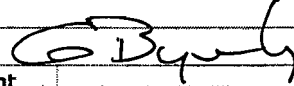
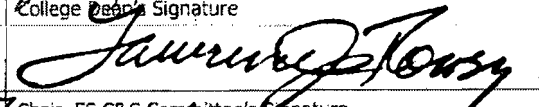
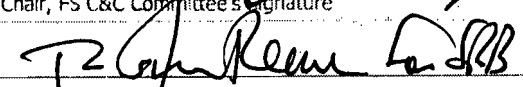
Is this course on the general education list? If yes, attach approval of drop from General Education Committee

Yes No X

REASON FOR REQUEST TO DROP COURSE:

The Economics Department changed the structure of its Ph.D. program two years ago without changing the course titles of any of its courses. In the new structure, first-year Ph.D. students begin their studies of microeconomics with ECON 7720 (Microeconomics II), the first pure Ph.D. level microeconomics course, rather than with ECON 7700 as was done under the old structure. In the new structure, ECON 7700 was dropped as a required course for Ph.D. students since 7700 is primarily a masters-level course. Many of the new Ph.D. students are confused as to why they begin their studies with Microeconomics II rather than Microeconomics I. In light of this confusion, we would like to change the number and course title of ECON 7720 and to update its course description to more accurately describe how the course content has evolved over time. Hence we would like to drop ECON 7720 and replace it with ECON 7702 (Advanced Microeconomics I). We are filing the appropriate forms to add ECON 7702.

APPROVALS

Department Faculty Approval Date	8-29-14	College Faculty Approval Date	9-30-14
	10/1/14		10/1/14
Department Chair's Signature	Date	College Dean's Signature	Date
	Date 10-17		Date 10/21/14
Graduate Dean's Signature	Date	Chair, FS C&C Committee's Signature	Date
College/Division/Department Contact: (please print)	W. Douglas McMillin		10/1/14
Contact Email:	eodoug@lsu.edu	Academic Affairs Approval	Date

REQUEST FOR **DROPPING** A COURSE

FORM B			
ADMINISTRATIVE USE ONLY			
DATE	TIME	DATE	TIME
Effective: 3/2/2015			

Department	Economics	College	Business
Date	9-2-14		

COURSE DESCRIPTION

Rubric & No.	ECON 7725	Title	Advanced Microeconomic Theory
Semester Hours of Credit	3		

NOTE: Affected departments must be notified in writing and with adequate time allowed for written response(s). Responses must be included with this form.

Has this drop been discussed with and approved by all departments/colleges affected? Yes X No N/A

This course is presently **included** or **referenced** in the following curriculum, minor, concentration, area of specialization, or catalog chapter:

(If additional space is needed, please attach a separate piece of paper.)

AGEC PhD Program	
-------------------------	--

Is this course a prerequisite or corequisite for any other courses? (If answer to above is "yes", please list courses by rubric and course number. (If additional space is needed, please attach a separate piece of paper.)	Yes <u> </u>	No <u>X</u>
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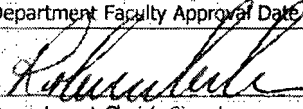
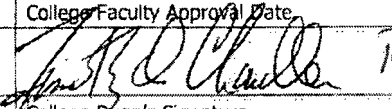
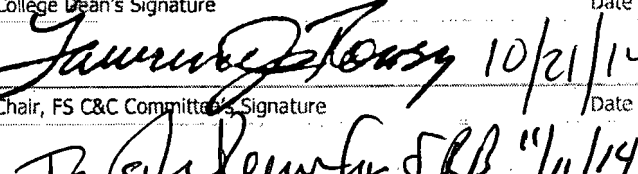
Rubric	Course #	Rubric	Course #	Rubric	Course #	Rubric	Course #
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Is this course on the general education list? If yes, attach approval of drop from General Education Committee	Yes <u> </u>	No <u>X</u>
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REASON FOR REQUEST TO DROP COURSE:

The Economics Department changed the structure of its Ph.D. program two years ago without changing the course titles of any of its courses. In the old structure, first-year Ph.D. students begin their studies of microeconomics with ECON 7720 (Microeconomics II), the first pure Ph.D. level microeconomics course. The next Ph.D. microeconomics course is ECON 7725 (Advanced Microeconomic Theory). In the new structure, Ph.D. students are required to take only two microeconomics theory courses, and many of the new Ph.D. students are confused as to why the first microeconomics course is called Price Theory II and the second microeconomics course is named Advanced Microeconomic Theory. In light of this confusion, we would like to change the number and course title of ECON 7725 and to update its course description to more accurately describe how the course content has evolved over time. Hence we would like to drop ECON 7725 and replace it with ECON 7703 (Advanced Microeconomics II). We are filling the appropriate forms to add ECON 7703.

APPROVALS

Department Faculty Approval Date	8-29-14	College Faculty Approval Date	9-30-14
	10/1/14	 RDU	10/1/14
Department Chair's Signature	Date	College Dean's Signature	Date
Graduate Dean's Signature	Date 10-17	Chair, FS C&C Committee's Signature	10/21/14
College/Division/Department Contact: (please print)	W. Douglas McMillin	 SRB	11/1/14
Contact Email:	eodoug@lsu.edu	Academic Affairs Approval	Date

REQUEST FOR **DROPPING** A COURSE

FORM B			
ADMINISTRATIVE USE ONLY			
REV.	DATE	TIME	
PREP.			
STP.			
CHK.			
Effective: <u>3/3/2015</u>			

Department	Economics	College	Business
Date	9-2-14		

COURSE DESCRIPTION

Rubric & No.	ECON 7710	Title	Macroeconomics I
Semester Hours of Credit	3		

NOTE: Affected departments must be notified in writing and with adequate time allowed for written response(s). Responses must be included with this form.

Has this drop been discussed with and approved by all departments/colleges affected? Yes X No N/A

This course is presently **included** or **referenced** in the following curriculum, minor, concentration, area of specialization, or catalog chapter:

(If additional space is needed, please attach a separate piece of paper.)

Agricultural Economics PhD Program	Accounting PhD Program
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Is this course a prerequisite or corequisite for any other courses? (If answer to above is "yes", please list courses by rubric and course number. (If additional space is needed, please attach a separate piece of paper.)	Yes <u>X</u>	No <u> </u>
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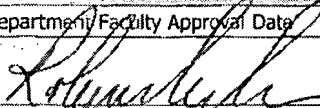
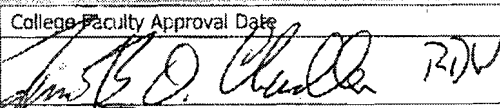
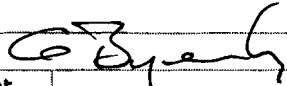
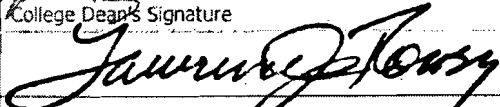

Rubric <u>ECON</u> Course # <u>7715</u>	Rubric <u>ECON</u> Course # <u>7590</u>	Rubric <u> </u> Course # <u> </u>	Rubric <u> </u> Course # <u> </u>
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Is this course on the general education list? If yes, attach approval of drop from General Education Committee	Yes <u> </u>	No <u>X</u>
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REASON FOR REQUEST TO DROP COURSE:

The Economics Department changed the structure of its Ph.D. program two years ago without changing the course titles of any of its courses. In the new structure, first-year Ph.D. students begin their studies of macroeconomics with ECON 7715 (Macroeconomics II), the first pure Ph.D. level macroeconomics course, rather than with ECON 7710 as was done under the old structure. In the new structure, ECON 7710 was dropped as a required course for Ph.D. students since 7710 is primarily a masters-level course. Many of the new Ph.D. students are confused as to why they begin their studies with Macroeconomics II rather than Macroeconomics I. In light of this confusion, we would like to change the number and course title of ECON 7710 and to update its course description to more accurately describe how the course content has evolved over time. Hence we would like to drop ECON 7710 and replace it with ECON 7717 (Introduction to Advanced Macroeconomics). We are filing the appropriate forms to add ECON 7717.

APPROVALS

Department Faculty Approval Date	8-29-14	College Faculty Approval Date	9-30-14
	10/1/14	 RDW	10/1/14
Department Chair's Signature	Date	College Dean's Signature	Date
	Date 10-17		10/21/14
Graduate Dean's Signature	Date	Chair, FS C&C Committee's Signature	Date
College/Division/Department Contact: (please print)	W. Douglas McMillin	 T. Reu	11/1/14
Contact Email:	eodoug@lsu.edu	Academic Affairs Approval	Date

REQUEST FOR DROPPING A COURSE

FORM B ADMINISTRATIVE USE ONLY			
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Effective: <u>3/1/2015</u>			

Department	Economics	College	Business
Date	9-2-14		

COURSE DESCRIPTION

Rubric & No.	ECON 7715	Title	Macroeconomics II
Semester Hours of Credit		3	

NOTE: Affected departments must be notified in writing and with adequate time allowed for written response(s). Responses must be included with this form.

Has this drop been discussed with and approved by all departments/colleges affected? Yes ___ No ___ N/A X

This course is presently **included** or **referenced** in the following **curriculum, minor, concentration, area of specialization, or catalog chapter:**

(If additional space is needed, please attach a separate piece of paper.)

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Is this course a prerequisite or corequisite for any other courses? (If answer to above is "yes", please list courses by rubric and course number. (If additional space is needed, please attach a separate piece of paper.)	Yes <u>X</u>	No
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Rubric ECON	Course # <u>7735</u>	Rubric <u>ECON</u>	Course # <u>4070</u>
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Is this course on the general education list? If yes, attach approval of drop from General Education Committee	Yes ___	No <u>X</u>
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REASON FOR REQUEST TO DROP COURSE:

The Economics Department changed the structure of its Ph.D. program two years ago without changing the course titles of any of its courses. In the new structure, first-year Ph.D. students begin their studies of macroeconomics with ECON 7715 (Macroeconomics I), the first pure Ph.D. level macroeconomics course, rather than with ECON 7710 as was done under the old structure. In the new structure, ECON 7710 was dropped as a required course for Ph.D. students since 7710 is primarily a masters-level course. Many of the new Ph.D. students are confused as to why they begin their studies with Macroeconomics II rather than Macroeconomics I. In light of this confusion, we would like to change the number and course title of ECON 7715 and to update its course description to more accurately describe how the course content has evolved over time. Hence we would like to drop ECON 7715 and replace it with ECON 7718 (Advanced Macroeconomics I). We are filing the appropriate forms to add ECON 7718.

APPROVALS

Department Faculty Approval Date	8-29-14	College Faculty Approval Date	9-30-14
	10/1/14		10/1/14
Department Chair's Signature	Date	College Dean's Signature	Date
	Date 10-17		Date 10/21/14
Graduate Dean's Signature	Date	Chair, FS C&C Committee's Signature	Date
College/Division/Department Contact: (please print)	W. Douglas McMillin		Date 11/1/14
Contact Email: eodoug@lsu.edu		Academic Affairs Approval	Date

REQUEST FOR DROPPING A COURSE

FORM B ADMINISTRATIVE USE ONLY			
<input type="checkbox"/> PREP	<input type="checkbox"/> PLAN	<input type="checkbox"/> ADVISE	<input type="checkbox"/> APPROVE
<input type="checkbox"/> ADVISE	<input type="checkbox"/> PLAN	<input type="checkbox"/> PREP	<input type="checkbox"/> APPROVE
<input type="checkbox"/> APPROVE	<input type="checkbox"/> PLAN	<input type="checkbox"/> ADVISE	<input type="checkbox"/> PREP
Effective: <u>3/2015</u>			

Department	Economics	College	Business
Date	9-2-14		

COURSE DESCRIPTION

Rubric & No.	ECON 7735	Title	Macroeconomics III
Semester Hours of Credit	3		

NOTE: Affected departments must be notified in writing and with adequate time allowed for written response(s). Responses must be included with this form.

Has this drop been discussed with and approved by all departments/colleges affected? Yes ___ No ___ N/A X

This course is presently **included** or **referenced** in the following **curriculum, minor, concentration, area of specialization, or catalog chapter:**

(If additional space is needed, please attach a separate piece of paper.)

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Is this course a prerequisite or corequisite for any other courses? (If answer to above is "yes", please list courses by rubric and course number. (If additional space is needed, please attach a separate piece of paper.)	Yes ___	No <u>X</u>
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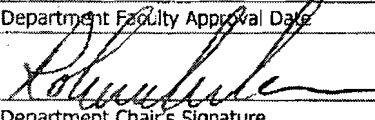
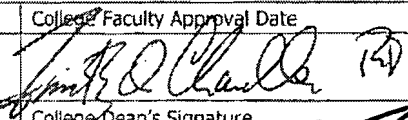
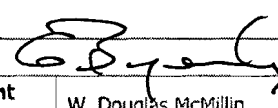

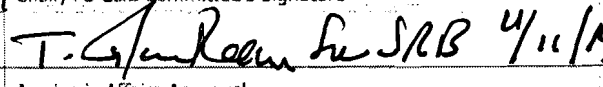
Rubric	Course #	Rubric	Course #	Rubric	Course #	Rubric	Course #
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Is this course on the general education list? If yes, attach approval of drop from General Education Committee	Yes ___	No <u>X</u>
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REASON FOR REQUEST TO DROP COURSE:

The Economics Department changed the structure of its Ph.D. program two years ago without changing the course titles of any of its courses. In the new structure, first-year Ph.D. students begin their studies of macroeconomics with ECON 7715 (Macroeconomics II), the first pure Ph.D. level macroeconomics course. The next Ph.D. macroeconomics course is ECON 7735 (Macroeconomics III). In the new structure, Ph.D. students are required to take only two macroeconomics courses, and many of the new Ph.D. students are confused as to why the second macroeconomics course is named Macroeconomics III. In light of this confusion, we would like to change the number and course title of ECON 7735 and to update its course description to more accurately describe how the course content has evolved over time. Hence we would like to drop ECON 7735 and replace it with ECON 7719 (Advanced Macroeconomics II). We are filing the appropriate forms to add ECON 7719.

APPROVALS

Department Faculty Approval Date	8-29-14	College Faculty Approval Date	9-30-14
 Department Chair's Signature	10/1/14 Date	 College Dean's Signature	10/1/14 Date
 Graduate Dean's Signature	10-1-14 Date	 Chair, FS C&C Committee's Signature	10/21/14 Date
College/Division/Department Contact: <u>(please print)</u> W. Douglas McMillin		 Academic Affairs Approval	4/11/14 Date
Contact Email: eodoug@lsu.edu			

REQUEST FOR DROPPING A COURSE

FORM B ADMINISTRATIVE USE ONLY			
<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> N/A	<input type="checkbox"/> X
DATE		DATE	
DATE		DATE	
Effective: <u>3/20/15</u>			

Department	Economics	College	Business
Date	9-2-14		

COURSE DESCRIPTION

Rubric & No.	ECON 7250	Title	Wage and Employment Theory
Semester Hours of Credit		3	

NOTE: Affected departments must be notified in writing and with adequate time allowed for written response(s). Responses must be included with this form.

Has this drop been discussed with and approved by all departments/colleges affected? Yes ___ No ___ N/A X

This course is presently **included** or **referenced** in the following curriculum, minor, concentration, area of specialization, or catalog chapter:

(If additional space is needed, please attach a separate piece of paper.)

Is this course a prerequisite or corequisite for any other courses? (If answer to above is "yes", please list courses by rubric and course number. (If additional space is needed, please attach a separate piece of paper.)	Yes ___	No <u>X</u>
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Rubric ___	Course # ___	Rubric ___	Course # ___	Rubric ___	Course # ___	Rubric ___	Course # ___
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Is this course on the general education list? If yes, attach approval of drop from General Education Committee	Yes ___	No <u>X</u>
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REASON FOR REQUEST TO DROP COURSE:

In light of the recent theoretical developments in the field of labor economics, it is no longer plausible to restrict the Ph.D. level course content to only wage and employment analysis as is done in ECON 7250. ECON 7250 covered topics like the inflation-unemployment trade-off, labor force participation...etc. In response to the evolution of the field, the focus needs to include topics like the theory of globalization, inequality, and job search models. The course name "Wage and Employment Analysis" does not fully reflect the material we currently cover in the course. Moreover, it leads to confusion among students. Therefore, we would like to drop ECON 7250 and replace it with a new course called ECON 7255 (Labor Economics) We are filing the appropriate forms to add ECON 7255.

APPROVALS

Department Faculty Approval Date	8-29-14	College Faculty Approval Date	9-30-14
Department Chair's Signature	<i>[Signature]</i> Date 10/1/14	College Dean's Signature	<i>[Signature]</i> Date 10/1/14
Graduate Dean's Signature	<i>[Signature]</i> Date 10-17	Chair, FS C&C Committee's Signature	<i>[Signature]</i> Date 10/21/14
College/Division/Department Contact: (please print)	W. Douglas McMillin	Academic Affairs Approval	<i>[Signature]</i> Date 11/1/14
Contact Email:	eodoug@lsu.edu		

REQUEST FOR **DROPPING** A COURSE

FORM B ADMINISTRATIVE USE ONLY			
DATE	TIME	DATE	TIME
Effective: <u>8/2015</u>			

Department	Economics	College	Business
Date	9-2-14		

COURSE DESCRIPTION			
Rubric & No.	ECON 7070	Title	Theory of Economic Growth
Semester Hours of Credit	3		

NOTE: Affected departments must be notified in writing and with adequate time allowed for written response(s). Responses must be included with this form.

Has this drop been discussed with and approved by all departments/colleges affected? Yes ___ No ___ N/A X

This course is presently **included** or **referenced** in the following curriculum, minor, concentration, area of specialization, or catalog chapter:

(If additional space is needed, please attach a separate piece of paper.)



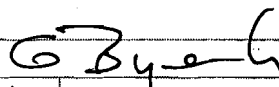
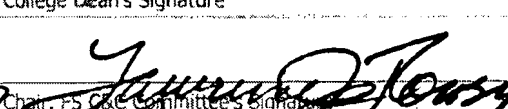

Is this course a prerequisite or corequisite for any other courses? (If answer to above is "yes", please list courses by rubric and course number. (If additional space is needed, please attach a separate piece of paper.)	Yes ___	No <u>X</u>
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Rubric ___ Course # ___	Rubric ___ Course # ___	Rubric ___ Course # ___	Rubric ___ Course # ___
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Is this course on the general education list? If yes, attach approval of drop from General Education Committee.	Yes ___	No <u>X</u>
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REASON FOR REQUEST TO DROP COURSE:

The course description for ECON 7070 (Theories of Economic Growth) stipulates that the course considers only theories of economic growth. At the time this course description was written, there was little empirical testing of alternative growth theories so the course description was appropriate to the course. However, over time empirical tests of theories of growth have become very important so that much of the literature on economic growth now consists of empirical tests of growth theories. Consequently, the content of ECON 7070 has evolved to include substantial discussion of empirical tests of growth theories. In light of the evolution of the literature and the actual course content, the Economics Department would like to change the course title and course description for the economic growth course. These changes necessitate a change in the course number as well. The Economics Department would like to drop ECON 7070 and introduce a new course, ECON 7071, with a more appropriate course title and description. The paperwork to add 7071 has been filed.

APPROVALS			
Department Faculty Approval Date	8-29-14	College Faculty Approval Date	9-30-14
	10/1/14		10/1/14
Department Chair's Signature	Date	College Dean's Signature	Date
Graduate Dean's Signature 	Date 10-17	Chair, FS O&E Committee's Signature 	Date 10/21/14
College/Division/Department Contact: (please print)	W. Douglas McMillin		11/11/14
Contact Email: eodoug@lsu.edu		Academic Affairs Approval	Date

REQUEST FOR ADDITION OF NEW COURSE

FORM A			
ADMINISTRATIVE USE ONLY			
<input checked="" type="checkbox"/> APPROV			<input type="checkbox"/> PREP
<input checked="" type="checkbox"/> REL			<input type="checkbox"/> HIST
<input type="checkbox"/> DIST			<input type="checkbox"/> ESP
<input type="checkbox"/> CAT			
Effective: <u>25/2015</u>			

Department	Oceanography and Coastal Sciences	College	Coast and Environment
Date			

PROPOSED COURSE DESCRIPTION

Rubric & No.	OCS 4242	Title	Wetlands and Water Quality																	
Short Title (≤ 19 characters)			W	E	T	L	A	N	D	S	&	W	A	T	E	R	Q	L	T	Y
Semester Hours of Credit			3																	
If combination course type, # hrs. of credit for			Lecture: _____							Lab/Sem/Rec: _____										
Repeat Credit Max. (if repeatable):			_____ credit hours					Graduate Credit?		<input checked="" type="checkbox"/> Yes					<input type="checkbox"/> No					
Credit will not be given for this course and:																				
Course Type (Indicate hours in the appropriate course type.)																				
Lecture	3	Lab	_____	Seminar	_____	Recitation	_____	Lec/Rec	_____ / _____	Lec/Sem	_____ / _____	Lec/Lab	_____ / _____	Res/Ind	_____	Clin/Pract	_____			
Maximum enrollment per section: (use integer, e.g. 25 not 20-30)										25										
Grading System:		Letter Grade <input checked="" type="checkbox"/>					Pass/Fail _____					Final Exam:**		Yes <input checked="" type="checkbox"/>			No _____			

(Attach justification if the proposed course will not hold a final exam during examination week.)

Course Description:

(Concise catalog statement exactly as you wish it to appear in the General Catalog)

4242 Wetlands and Water Quality (3) An integrative view of wetland ecosystems with an emphasis on eutrophication and water quality.

BUDGET IMPACT (IF ANSWER TO ANY QUESTION IS "YES", ATTACH EXPLANATION.)

If this course is approved, will additional staff be needed?	Yes _____	No <input checked="" type="checkbox"/>
Will additional space, equipment, special library materials or other major expense be involved?	Yes _____	No <input checked="" type="checkbox"/>
Academic Affairs Approval:	(Date)	

ATTACHMENTS (ATTACH THE FOLLOWING TO YOUR PROPOSAL)

JUSTIFICATION: Justification must explain why this course is needed and how it fits into the curricula. Will the course duplicate other courses?

SYLLABUS: Including 14 week outline of the subject matter; titles of text, lab manual, and/or required readings; grading scale and criteria

(For 4000-level, specify graduate student grading criteria if requirements differ for graduate and undergraduate students).

APPROVALS

Department Faculty Approval Date	<u>10th Octy, 2014</u>	College Faculty Approval Date	
	10/14/2014		10/14/14
Department Chair Signature	(date)	College Dean Signature	(date)
	10/17/14		10/21/14
Graduate Dean Signature	(date)	Chair, FS C&C Committee	(date)
College Contact	E-mail		10/14/14
		Academic Affairs Approval	(date)

Wetlands & Water Quality Course Justification

This course meets a critical need to educate our students on the critical issue of coastal wetland and land loss in Louisiana. This course has been taught at LSU multiple times with an average enrollment of 18.75 students for the past 4 years. The general student make-up of the class has been 20-30% graduate students with the remainder, undergraduate students. This course has served students in a number of disciplines including Oceanography & Coastal Sciences, Environmental Science, Landscape Architecture, Renewable & Natural Resources, and Civil & Environmental Engineering.

This course fits well within the University, serving the aforementioned students as well as students from the Liberal Arts and Sciences who want to learn more about coastal wetlands systems (students majoring in history, political science, and French have taken the course).

The course will serve as an option for the graduate Oceanography & Coastal Sciences Minor, also for the School of the Coast & Environment's – Coastal Environmental Science undergraduate program. The course has also served students from the School of Renewable & Natural Resources seeking a wetlands concentration.

From: Allen Rutherford
Sent: Saturday, September 13, 2014 10:25 AM
To: John R White
Cc: Christopher F D'Elia; Andy Nyman; Lawrence J Rouse
Subject: OCS 4242 - Course Proposal - RNR Letter of Support

John,
The School of Renewable Natural Resources supports the creation of OCS 4242 (Wetlands & Water Quality) with one condition: that the short title be changed from the generic title "Wetlands" to "Wetland Water Qual," because it's more descriptive and less than 19 characters. Other wetlands-related courses on campus have more descriptive short titles (e.g., BIOL 4020 Tax/ecol wetland plants, and RNR 4013 Ecol/man wetland wildlife). Let me know if you have any questions. AllenR.

D. Allen Rutherford
Director and Bryant A. Bateman Distinguished Professor of Renewable Natural Resources
227 School of Renewable Natural Resources
Phone: 225-578-4187
Interim Director
School of Nutrition and Food Science
111 Food Science Building
Phone: 225-578-8682
Louisiana State University Agricultural Center
Cell Phone: 225-954-0995
Email: druther@lsu.edu

From: John R White
Sent: Tuesday, September 09, 2014 4:57 PM
To: Allen Rutherford
Cc: Christopher F D'Elia; Andy Nyman; Lawrence J Rouse
Subject: course proposal for letter of support from RNR

Dear Dr. Rutherford,

I have attached a course proposal that I was hoping to get approval for from RNR before sending it forward to the School and LSU curriculum committees. The course is entitled Wetland and Water Quality. I had previously passed this through Dr. Andy Nyman who I believe has passed it forward, but at this point, I have not received a letter of support. As you can see from the course justification attached, I have been teaching this course for many years and a good number of students from RNR have taken the course to cover their wetlands minor.

I have also added a service learning component to this course this past Spring which was well received by the students.

Thanks for your assistance.
Regards,

John R. White, Professor
Associate Director, Coastal Studies Institute
Department of Oceanography & Coastal Sciences
3239E C & C Bld
Louisiana State University
Baton Rouge, LA, 70803
Phone (225) 578-8792

Course Syllabus:
Wetlands and Water Quality OCS 4001(1) credits: 3

Spring 2014, Tuesday-Thursday, 9:00 - 10:20 am

This is a service -learning class

For more info about service learning see: www.lsu.edu/ccell

Instructor: Dr. John R. White, E-mail: jrwhite@lsu.edu
Dept of Oceanography
3239 Energy, Coast and Environment Bld. Ph: (578-8792)

Office Hours: office hours are T–Th from 3–4 pm. Other times available by appointment.

Format: One 1 ½ hr lecture, twice per week (T, TH)
One on-campus field trip is required
Two local school visits are required

Suggested Textbook: not required - Mitsch, W.J and Gosselink, J.G. Wetlands. New York. John Wiley & Sons, Inc.

Course Overview: This course provides an integrative view on natural and constructed wetland ecosystems with an emphasis on problems associated with eutrophication and water quality. Topics will be integrated into group projects to engage middle/high school students on the importance of wetlands to humans.

Goal: The goal of this course is to acquaint students on the function and value of wetland systems through traditional lectures, group projects, community engagement and teaching/outreach to a local school.

Learning Objectives:

- 1) Foundation:** students will acquire knowledge on the various components of wetland systems through lectures and class demonstrations
- 2) Application:** students will investigate connections between hydrologic, chemical and biological wetland components to assess important drivers of water quality improvement using case studies of impaired systems.
- 3) Integration:** students will work in groups to create an age-appropriate middle/high school classroom hands on demonstration on some value of wetland systems and actively engage the students.
- 4) Human dimension:** student will understand and appreciate the value of wetlands to humans and linked ecosystems.

Grading System: Grades will be based on items below:

Undergraduate		Graduate	
Test 1	20 %	Test 1	20 %
Test 2	20 %	Test 2	20 %
Final Exam	20 %	Final Exam	20 %
Field Trip - on campus	5 %	Presentation/outline	10 %
Reflections/project	35 %	Reflections/project	30 %

For graduate credit: a presentation is required on a topic approved by the instructor. Graduate student exams will contain at least one long essay question while the undergraduate exams will be a collection of short integration (4 to 5 sentences), short answer, fill in the blank and matching.

See Course Moodle site for Due dates for all assignments

I. Wetland Perspective Assignments

1) Reflections - Write at least 2 paragraphs that cover each of the following

- a) Describe what value you place on wetlands and why, (your initial impressions)
- b) Anticipate what 7th and 8th graders would value or believe about wetlands
- c) After your first interaction with the students, write your impressions of what they know and believe about wetlands
- d) What is your final assessment of wetlands, have your views changed, how?
- e) How did your final interaction with students and/or designing materials for them affect/modify your outlook on the subject?

Reflections assignments will prompt you to consider how your views on wetlands have changed with the course, how others view wetlands, and focus on how you might teach middle/high school children about wetlands. The project will add to your knowledge as you seek to integrate what you have learned and decide how best to present or teach this to others. (see handout on what makes a good reflection)

2) Informally interview 4 people from different backgrounds about what they think the value of wetlands are? Do your best not to prompt them for specific response, or respond negatively or positively to their responses (e.g. don't make a sour face if they want to drain all wetlands). Results will be presented in class.

- a) Background info, First name of person, age, sex, and occupation (major if a student)
- b) What positive values do they place on wetlands?
- c) What negative values do they place on wetlands?

II. Wetland Education Assignment

- 1) We will form 5 groups out of the class, each group will select a topic on wetlands (Vegetation (flora), hydrology, soils, animals (fauna) and you can suggest another. Each group must design and build a creative display/design an activity that would interest, instruct middle school/early high school students and engage them on values of wetlands.
- 2) We will visit a classroom twice during the semester.

Our Community Partner is **Iberville Math, Science Arts – East Academy**

- a) The first visit will be to interact with the students, and see if they have any preconceived notions about wetlands (we will bring pictures of various wetlands) and note their comments. You will also introduce them to your area of study and answer questions about what it is like being a college student/ college experience.
- b) The second visit will include teaching the students in small groups using the materials that each group constructs/prepares. We will practice presenting in front of a faculty member from the School of Education to prepare for the onsite trip. (turn in 2 bullets on what you expect the students to learn from your interaction before we go). We will ask the community partner students to write down what they learned from your exercise to see if they match up.

TRIP INSURANCE: You must also fill out the LSU student trip Insurance policy and email the instructor a copy before being allowed to visit the school. Go to www.lsu.edu/ccell and click on “Trip Insurance” and fill out all applicable info.

The following grading scale will be used for the final grades:

A	100-90 %
B	89.9-80 %
C	79.9-70 %
D	69.9-60 %
F	<60 %

Classroom Etiquette: It is important that you respect your instructor’s and fellow student’s right to a respectful classroom atmosphere. Please do not shuffle papers and books in anticipation of the end of the class period. The instructor reserves the right to request that you leave, if you engage in distracting behavior. Please turn off cell phones at the beginning of lecture.

Reference Materials/Reading List:

- Brady, N. C. and Weil, R.R. 2000. The Nature and Properties of Soils. New Jersey: Prentice Hall Chapters 2, 3, 6, 11
- Brock, T. D., Madigan, M. T., Martinko, J. M. and Parker, J. 1994. Biology of Microorganisms. Prentice Hall. Chapter 17.

General Course Topic Schedule

- I. Wetland functions and values (week 1)
 - A. Definition of wetlands
 - B. Types of wetlands
 - C. Wetlands in Louisiana
 - D. Wetlands of global importance
 - E. Wetland functions and values
 - F. How functions can be assessed within a management framework (week 2)
(Example from the Louisiana Oil Spill Coordinator's Office)
- II. Hydric Soils (lab exercise)
 - Definition and identification of wetland soils (week 3)
 - A. Basic physical, chemical and morphological characteristics of soils
- III. Hydrology
 - A. Importance of hydrology in wetlands (week 4)
 - B. Basic principles of water flow in wetlands
 - C. Specific effects of hydrology on wetlands (week 5)
 - D. Hydrologic budgets
 - E. Wetland-Groundwater interactions
- IV. Nutrient Cycles/Water Quality
 - A. Influence of flooding on biogeochemistry and properties of wetlands
 - B. Physical-chemical properties of soils (week 6)
 - C. Organic matter (carbon)
 - D. Nitrogen (week 7)
 - E. Phosphorus
 - F. Sulfur (week 8)
 - G. Endocrine disrupting chemicals
 - H. Water Quality Measurements (field trip/lab exercise)
- V. Vegetation
 - A. Strategies of wetland plants: tolerance, avoidance or adaptation (week 9)
 - B. Plant community dynamics in wetlands
- VI. Wildlife
 - A. Importance of wetlands to wildlife (week 10)
 - B. Adaptations
 - C. Managing wetlands for multiple uses (week 11)
- VIII. Example Wetland Restoration Projects – putting it all together
 - A. Florida Everglades: Problems and solutions (week 12)
 - B. Louisiana's Coast: Problems and solutions (week 13)
- Graduate student Presentations/Service Learning Project (week 14)

REQUEST FOR ADDITION OF NEW COURSE

FORM A ADMINISTRATIVE USE ONLY			
SCHED		UPRE	
PREL		REB	
DIST		ESP	
CAT			
Effective: <u>2/2/2015</u>			

Department	College	Mass Communication
Date	9 - 15- 14	

PROPOSED COURSE DESCRIPTION											
Rubric & No.	MC 3001	Title	Public Relations Writing & Applications								
Short Title (≤ 19 characters)			P	R	W	R	I	T	I	N	G
Semester Hours of Credit			3								
If combination course type, # hrs. of credit for			Lecture: <u>2</u>				Lab/Sem/Rec: <u>1</u>				
Repeat Credit Max. (if repeatable):			credit hours			Graduate Credit?			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
Credit will not be given for this course and:											
Course Type (Indicate hours in the appropriate course type.)											
Lecture	Lab	Seminar	Recitation	Lec/Rec	Lec/Sem	Lec/Lab	Res/Ind	Clin/Pract			
						2/2					
Maximum enrollment per section: (use integer, e.g. 25 not 20-30)						20					
Grading System:		Letter Grade <input checked="" type="checkbox"/>		Pass/Fail <input type="checkbox"/>		Final Exam:**		Yes <input type="checkbox"/>		No <input checked="" type="checkbox"/>	

(Attach justification if the proposed course will not hold a final exam during examination week.)

Course Description:

(Concise catalog statement exactly as you wish it to appear in the General Catalog)

MC 3001 Public Relations Writing & Applications (3) Prereq.: MC 2015, MC 2035, MC 3010. Majors only. 2 hrs. lecture; 2 hrs. lab. Development of strategies and technologies using in creating messages to strategically communicate with media, businesses, nonprofits, government and other diverse internal and external audiences.

BUDGET IMPACT (IF ANSWER TO ANY QUESTION IS "YES", ATTACH EXPLANATION.)

If this course is approved, will additional staff be needed?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Will additional space, equipment, special library materials or other major expense be involved?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Academic Affairs Approval:	(Date)	

ATTACHMENTS (ATTACH THE FOLLOWING TO YOUR PROPOSAL)

JUSTIFICATION: Justification must explain why this course is needed and how it fits into the curricula. Will the course duplicate other courses?
SYLLABUS: Including 14 week outline of the subject matter; titles of text, lab manual, and/or required readings; grading scale and criteria
 (For 4000-level, specify graduate student grading criteria if requirements differ for graduate and undergraduate students).

APPROVALS

Department Faculty Approval Date		College Faculty Approval Date	5-9-14
Department Chair's Signature	Date	College Dean's Signature	Date
Graduate Dean's Signature	Date	Chair, FS C&G Committee's Signature	Date
College/Division/Department Contact: (please print)	Andrea Miller	Academic Affairs Approval	Date
Contact Email:	amiller@tsu.edu		10/23/14

TR Gilman Roscoe for SRB 11/14

Justification for Addition –

MC 3001 Public Relations Writing & Applications

This course was MC 4001 that was dropped so we could add the same course back to the curriculum, but at a 3-thousand level. The faculty wants this course offered earlier in the PR concentration, taken sooner, closer to when the students take the introductory MC 2010 Media Writing. 3001 is a PR foundational writing course that will serve the students in later classes, so the faculty wants students to take it sooner in their concentration progression.

It will not duplicate any other classes and again, will be taken by students earlier in their concentration work in order to build on skills leading to the PR capstone.

Additionally, the course is practically-oriented and will not have a final exam. Because it is writing-intensive, the course is better suited for the students to create a final project/writing portfolio, rather than a final exam.

MC 3001: Public Relations Writing and Applications

Fall 2014

Tuesday • Thursday, 8 to 9:20 a.m.

Course Location: 100 Journalism

Dr. Jinx C. Broussard
Professor
205 Hodges
Phone: 225-578-7603
jinxyc@lsu.edu

Office Hours
9:30 to 11:30 Tuesday & Thursday
Other times by appointment
Twitter: #manshipJCB

COURSE DESCRIPTION

This course introduces students to the tactics and technologies public relations professionals use to create messages for the media and a variety of diverse internal and external audiences. The course emphasizes the strategy of crafting and delivering a public relations message that includes pre-writing, preparation and editing as well as the development of a professional digital portfolio. Throughout this course students will learn about business communication and the public relations process with specific emphasis on planning and implementation as well as how to create: news releases, social media releases, feature releases, media advisories, backgrounders, fact sheets, biographical sketches, advocacy pieces, pitch letters, speeches, professional presentations, PSA scripts and storyboards, blogs and social media messages.

COURSE LEARNING OUTCOMES

1. **Understand** client, audience and media information and format needs.
2. **Demonstrate** skills in locating, evaluating, and synthesizing research materials.
3. **Understand** the importance of truth, accuracy and fairness in the information gathering and distribution processes.
4. **Demonstrate** skills in writing copy on long and short deadlines and within space, time and platform requirements.
5. **Produce and critically analyze** story ideas and materials intended for diverse audiences and media platforms.
6. **Create and deliver** professional speeches and presentations that clearly and concisely convey messages to internal and external audiences.
7. **Demonstrate** knowledge of Associated Press style requirements.
8. **Establish and maintain** positive client relationships and work as a part of a public relations team.
9. **Create** professional communications using technologies such as InDesign, Photoshop, Dreamweaver, etc.
10. **Develop and refine** a professional digital portfolio.

What demonstrates expertise in our field?

- Writing = evidence of thinking.
- Thinking = goal setting and evaluating information.
- Research = finding answers to problems.
- Deadline orientation/organization.

Professional Values and Competencies

- Recognizing the diversity of audiences.
- Writing clearly and accurately.
- Applying theories in presenting images and information.
- Engaging in research and critical evaluation.
- Thinking critically, creatively and independently.
- Evaluating critically your own work and that of others.
- Applying tools and technologies appropriate for the profession.

Service-Learning

This is a certified service-learning course. By working with a "real client," you will gain practical experience that complements the academic component of the course. Service-learning courses are "credit-bearing educational experience(s) in which students (a) participate in an organized service activity that meets identified community needs and (b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility" (from Bringle & Hatcher, 1995).

Service-Learning Goals and Objectives

- To foster an understanding of social issues in our community.
- To foster an understanding of civic responsibility.
- To demonstrate an understanding of social issues through reflective essays, class discussion, and presentation.
- To demonstrate an understanding of civic responsibility through reflective essays, class discussion, and presentation.

This course is an applied writing skills laboratory. Get ready to work hard and learn a lot! You will be asked to produce real communication pieces. We will cover major communication tools of the public relations profession, including news releases, media advisories, features, pitch letters, fact sheets, social media writing and more. **For every hour spent in class, there is an expectation that students will spend *at least* two hours working outside of class.**

The only way to become good writers is to write. Most entry-level PR practitioners spend the majority of their time writing various pieces. We will be writing a lot this semester. You will always be expected to: (1) Do your best work in the time allotted, (2) proofread your work, and (3) Use your AP Style manual. We write on a deadline. **Unless otherwise noted, assignments are always due at the end of lab.**

PREREQUISITES

MC 2010 (Media Writing), MC 2015 (Visual Communication), MC 3010 (Introduction to Public Relations), reasonable typing ability and strong foundation in the English language.

REQUIRED TEXTS

Marsh, C., Guth, D.W., Short, B.P. (2011). *Strategic writing: Multimedia writing for public relations, advertising and more* (3rd ed.). Pearson. ISBN: 978-0205031979

The Associated Press Stylebook and Briefing on Media Law 2014 (47th ed.). Basic Books.

You can also download the AP Stylebook Mobile application from: <http://www.apstylebook.com/?do=product&pid=mobile>

ADDITIONAL SUPPLIES

- **A laptop computer** (more information on the Manship School's laptop requirement at the end of this packet)
- **Flash drive**—*All work should be saved to a flash drive.* I also encourage you to use a site like **Dropbox.com** (especially if you tend to lose documents/flash drives). Remember to save your work early and often.
- **Folders** - Approximately three folders to put materials (e.g., media kit, individual assignments, and others) during the semester.
- **Stapler** – Assignments need to be stapled when handed in. I suggest you get a small stapler you can keep in your bag.

EMAIL & MOODLE:

I USE **EMAIL & MOODLE** to post announcements and link to articles. You should check one of these **daily during the week and a least once over the weekend.** I use MOODLE to post lecture outlines, study guides and grades. Please plan to check your account regularly – meaning several times a week.

GRADES

Grades based on:

- | | |
|---|-----|
| ◦ Writing assignments | 40% |
| ◦ Quizzes | 20% |
| ◦ Media kit for client | 20% |
| • Digital Portfolio (includes published pieces, blogs and work you do for the client) | 20% |

CLASS FORMAT AND COMPONENTS

This class will at intervals be time consuming and difficult. Your first few assignments will possibly receive low grades, which can be discouraging. Realize that if you put forth the effort, your work should improve throughout the semester, and this improvement will

be reflected in your grades. You will come out of this course with knowledge and skills, not to mention an impressive digital portfolio.

Typically there will be 1-3 writing assignments each week. You will be asked to complete most of these assignments in class. The assignments will prepare you to produce quality work for your client and portfolio.

For the service learning component of the course, you will be divided into groups of three and will devote at least 30 service-learning hours during the semester to producing deliverables for a nonprofit. I will provide two lab days for you to meet with your client. Other contact can be by email, phone, social media or method you agree on. Each team and the appropriate representative of the nonprofit will agree on the goals and objectives, as well as the assistance and resources the organization will provide to help you complete the project. By working with a "real client," you will gain practical/professional experience in designing and producing print, broadcast and visual materials for the client. In addition to receiving grades for your classroom and outside assignments, you will produce two different **published** public relations pieces, such as a press release, a feature story or profile for an employee newsletter or the press, brochure, web page design or social media content such as blogs. As a result, you will finish the course with clips to add to your writing portfolios. (Nonprofit organizations are excellent avenues for which you may generate public relations writings.) I will provide an opportunity for you to turn in a rough draft of your pieces as you complete them. I will critique the pieces and give suggestions for improvement to help increase your chances of publication. Do not wait until the end of the semester to produce your pieces because such a delay can limit your chances of getting the pieces published or used by the nonprofit organization.

You must turn in all assignments when due, including those that are conducted in class. Outside assignments are due at the start of each class. I will not accept late work unless you are absent for a family or medical emergency.

Class Writing Assignments

I may ask you to begin a writing assignment in class and complete it outside of class, or I may give you a topic at the end of one class period and require you to write a short essay that addresses the topic.

The due date for this assignment will be announced when I give you the assignment. It is possible that the assignment may be due by the end of the class period or by the beginning of the next class period. If you are unsure of the due date, please ask me as quickly as possible.

Please Note: All written assignments must be computer-generated, double-spaced and submitted on 8.5 X 11 inch paper (unless I instruct otherwise). I will not accept single-spaced materials, nor will I accept handwritten materials. Items with multiple pages must be stapled in the upper left corner. You may use handwritten copy editing marks to make last-minute corrections to your work. Grammar and accuracy are always important in your work. Your grade will be reduced if you do not pay attention to such details.

Media Kit and Portfolio

Working in groups of three, you will select your own real client (with instructor approval) and provide the following deliverables. Here are the guidelines.

- **Newsletter story** (one from each member of the group). Your client will assign the stories.
- **CD media kit** (print news release, social media news release, backgrounder, fact sheet, sample pitch letter for media appearance and a sample for fundraising, web radio ad script, TV commercial script).

Your media kit may include more than these two documents (photographs, photo opportunity sheets, maps, etc.), but any additional material will not affect the grade. Your work will be evaluated on the content, organization, format and grammar of the three documents.

Please prepare each document in print format – as if it appeared on paper. Burn each document onto your CD. On the disk, give each document an appropriate, concise label – something more specific than "Backgrounder," for example.

Because you will prepare this media kit for CD distribution, you will not print paper copies of the documents. Please consult with your client regarding the preparation of digital stationery for the documents that you will burn onto your CD. You may need to create the stationery, or your client may already have digital templates. (Additionally, your client may not want your documents to go on official letterhead until he or she has approved them; please consult me about any challenges regarding stationery.)

The items in the media kit will comprise your portfolio. Other pieces you produce that get published should also be placed in your portfolio.

Though this is not part of the assignment, you should consider submitting your media kit to area news media -- or ensuring that your client does so. You can compile the resulting publicity for your portfolio. Don't send your media kit to area news media without your client's approval. If your media kit publicizes an event, be sure to consult me to ensure that you can get feedback before your kit needs to be distributed to news media.

If your client approves distribution of your CD media kit, you may wish to prepare a professional label for the CD. Such a label would name the client, label the CD as a media kit and list the included documents.

Blog Reflections & Peer Comments

In addition to the class and outside writing assignments, you will write four 400-word blog posts/reflections (must have at least 4 hyperlinks and 4 keywords/tags) in which you will share your experiences, insight and opinions, as well as address challenges, issues and concerns that arise during the real-world client experience. Blogs should be multimodal – that is, they should include photos, images, and videos either created by you or free via creative commons. **Note: Your final blog must include a video of you reflecting about the topic. It should also have the usual 400-word post (not a script of your video).**

The blog reflection topics are as follows:

Blog 1 – Service-learning, your group, your client.

Blog 2 – Stewardship, civic engagement, social responsibility.

Blog 3 – Social media and technology.

Blog 4 – Service-learning, how the work with your client has shaped your view of PR.

Please relate your experience to course learning objectives. Make sure to pay particular attention to grammar and AP style. You should use the free site: wordpress.com to create your blog.

Current events - You should stay abreast of current events that affect the campus, the state and the nation. I may ask you to share your knowledge about an event that is newsworthy. I also may quiz you on and/or ask you to use a current event as the foundation for a class exercise.

Quizzes – Course content, current events, grammar and AP style quizzes will be administered during the semester. If you arrive more than five minutes later (8:05 or later) for an in-class quiz, you will not be allowed to make up the quiz. Possible exceptions might include properly documented medical emergencies or university-related travel. In the case of university-related travel, you should notify me ahead of time with a note from the appropriate advisor.

Grading scale

I will grade exercises and assignments on a 100-point scale using 7-point increments between.

A = 93 to 100 points B = 85 to 92.99 points C = 77 to 84.99 points D = 69 to 76.99 points F = below 69 points

This is an *intensive* writing class. The quality of your writing will largely determine your grade in this class. Since MC 2010 is a prerequisite for this class, you are expected to bring good fundamental skills in writing for print, broadcast and social media.

In this course you will earn grades by showing mastery of course content. I am also **BIG on following directions** so be sure to read the assignment directions carefully – the grading rubrics serve as “checklists” for each assignment. Assignments will also be weighted heavily on grammar and spelling.

Please note that "B" is a typical grade for a good quality assignment. Papers must show exceptional understanding that includes integration of readings, lectures, and the text as appropriate. Assignments that do not contain all the required elements or incomplete answers will receive lower grades.

Public Relations Writing Assignments Will Be Evaluated on the Following:

- Style and content are appropriate for the target public(s).
- Sentence structure.
- Accuracy.
- Writing is interesting and informative.

- Completeness: Reader is not left with any unanswered questions.
- Style and format are appropriate for the medium you are using. Does the execution of the message look the way it should? Are unique requirements, such as headings in a business letter, correct and correctly placed?
- Content meets objectives. Do the message and its execution clearly, gracefully and diplomatically fulfill the strategy? Does the message address the values of the client as well as those of the target audience? Is it factually correct? Is it on message?
- Structure is appropriate: introduction, organization, use of transitions. Does organization enhance content? Does each part of the message lead logically and gracefully to the next?
- Grammar and syntax. Is the message free, for the most part, of unintended grammatical, spelling, punctuation and style errors?

You should pay particular attention to the concepts addressed in the Manship Writing Essentials guide (attached, the AP Style tip sheets (attached) and the ABC/123 Manship Core Values.

Grading overview

You will earn an "A" on an assignment if all of the following are met: The work is rigorous, creative, and shows a thorough knowledge of the materials. It is an excellent piece of work written in a clear and concise manner. Few, if any, errors of fact or writing are present. All aspects of the assignment are present and exceptionally completed. (

You will earn a "B" on an assignment if any of the following occur: The work has a few errors but shows a good effort at comprehending the material. It contains clear, understandable writing with some care and expression of knowledge. The writing needs more clarity, more development and/or more examples. The work may be missing some of the subtleties of the assignment.

You will earn a "C" on an assignment if any of the following occur: It is an adequate but superficial completion of the assignment. A number of assignment's components are missing or not completed adequately. The argument is unsubstantiated or examples are missing. Sources are poorly cited, many errors of fact are present, or writing and grammar are inadequate.

You will earn a "D" or less on an assignment if you: 1) fail to follow assignment directions/suggestions, 2) fail to complete at least $\frac{3}{4}$ of the assignment, or 3) fail to show an understanding of the materials (indicating you did not do the readings or you are not applying them).

Deductions:

- Each factual error (including misspelled names) will receive a deduction of 10 points.
- Each error in AP style, grammar, and punctuation will lower your grade by 5 points.

COURSE POLICIES

- Lectures will be kept to a minimum. Our goal is to learn from practice and from each other.
- Unless I state otherwise, assignments are due at the end of the class on the due date. I will not accept late work unless you are absent for a family or medical emergency. If you miss assignments or if you are unable to complete them due to tardiness, you will receive a zero.
- You should read, view, and listen to media for topical issues that impact public relations and the community.
- Unauthorized use of cell phones is prohibited.
- Use of computers to surf the Web, play computer games, or check email is prohibited. If I find you using a computer for unauthorized purposes, I will ask you to leave class for the day.

Class Absences

It is vital for you to attend class and to be on time. Your participation will be evaluated on your readiness for class discussion, familiarity with the readings and weekly contribution. Excused absences are those recognized by LSU. Valid reasons for absences include:

1. Illness
2. Serious family emergency
3. Special curricular requirements such as judging trips or field trips
4. Court-imposed legal obligations such as subpoenas or jury duty
5. Military obligations
6. Serious weather conditions
7. Religious observances.
8. Participation in varsity athletic competitions or university musical events.

See the interfaith calendar website (www.interfaithcalendar.org) for an updated calendar of holidays and primary holy days of the various religions. Faculty members are expected to be sensitive to the different religious traditions

represented in the LSU community, and to assist students in making up examinations or other assigned work that may be missed due to absences required by religious observances.

Routine medical appointments, job interviews and research for an assignment for another course are not valid reasons for missing class. If you have an unanticipated absence from class, you must present documentation of the reason for the absence on the day you return. I will determine the validity of the absence. It is your responsibility to check with a classmate about upcoming assignments or missed information.

Make-up work for anticipated absences should be handled in the following way. If you are participating in a university-sponsored activity, let me know the reason for your absence in writing as soon as you learn of the activity. If an assignment is due while you are away, you must turn it in early and provide a brief written note explaining why you will be absent. When you return, you must see me about making up the in-class assignments you missed. A student who finds it necessary to miss class assumes responsibility for making up examinations and obtaining lecture notes.

The best way to ensure being allowed to do make ups is to have a valid reason for missing class, documentation for that absence, and quick contact with me. Should the instructor and student disagree over the validity of a reason for an absence, the student has the right to appeal the instructor's decision according to the general appeal procedure in PS---48.

Incompletes - Incompletes will be assigned at the discretion of the professor, when due to extraordinary circumstances the student is prevented from completing the work of the course on time. Requests for incompletes need to be submitted before the final day of the course (not during finals week) in order to be awarded

Readings - You are responsible for the assigned readings, even if we do not discuss the readings during lecture. Class discussion will surround the readings assigned for each class period; if you do not read, it will be extremely difficult to be a participative member of the class. All assigned readings may appear on unannounced quizzes.

Class Cancellation - If class is cancelled for any reason (e.g., inclement weather, professor illness) you will be notified via email. Make sure to get into the habit of checking your LSU email accounts before coming to class.

Consultations - I strongly encourage you to visit me during my office hours, or at another arranged time, to discuss course expectations, performance, feedback, or concerns. I understand the challenge that comes when working in groups or with a partner while multitasking to complete assignments or meet deadlines, so I am available to talk with you and develop a solution to your concern or problem.

Classroom expectations - As the instructor of this course, I will do my best to provide an interesting, fun and practical learning environment. However, learning is an active process in which all of us need to participate. Therefore, I expect you to come to class prepared, participate in class, support your fellow students and respect your facilitators (professor, guest speakers, etc.). In addition, you can expect me to provide feedback in a timely manner, come prepared to class, and do my best to facilitate an enjoyable learning experience. I will try my best to answer emails you send me on weekdays within 48 hours. Weed email will be answered on the next weekday of classes, i.e., if there is a school holiday on Monday, the email will be answered on Tuesday.

STUDENTS WITH DISABILITIES

Students with a disability that may require some accommodation on my part must speak with me as early as possible in the course. You should also contact the Office of Services for Students with Disabilities to obtain the necessary documentation of your disability to share with me. The office is located in 112 Johnston Hall and the telephone number is 225---578---5919.

LSU DIVERSITY STATEMENT

Diversity is fundamental to LSU's mission and the University is committed to creating and maintaining a living and learning environment that embraces individual difference. Cultural inclusion is of highest priority.

LSU recognizes that achieving national prominence depends on the human spirit, participation, and dedicated work of the entire University community. Flagship: 2020 will be realized by bringing together diverse ideas, perspectives, skills, and talents of the nation's pre-eminent scholars, brightest students, and leading higher education professionals.

Through its Commitment to Community; LSU strives to create an inclusive, respectful, intellectually challenging climate that embraces individual difference in race, ethnicity, national origin, gender, sexual orientation, gender identity/expression, age, spirituality, socio-economic status, disability, family status, experiences, opinions, and ideas.

LSU proactively cultivates and sustains a campus environment that values open dialogue, cooperation, shared responsibility, mutual respect, and cultural competence—the driving forces that enrich and enhance cutting edge research, first-rate teaching, and engaging community outreach activities.

ACADEMIC HONESTY

You are expected to understand and abide by the University’s policy for academic honesty. I will report any suspicion of breaking the University’s honor code (plagiarizing, cheating, or fraudulently using another’s ideas/work) to the Dean of Students. Therefore, please use proper academic attribution for thoughts and ideas. All of the work you turn in for this class should be original work. Should you choose to include content from previously written papers, you must cite the material properly. If you have questions about how to do this, please ask. Please also consult pages 18---20 of the Code of Student Conduct) for further clarification.

EXTRA CREDIT

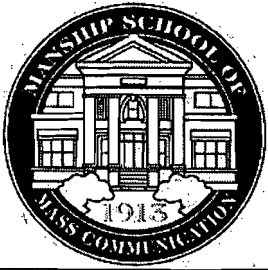
PRSSA: You may want to consider joining and participating in PRSSA if you are not a member. The meetings are usually on a Thursday at 6:30 p.m. in the Holliday Forum of the Journalism. Meeting dates are usually posted in the Journalism Building and Hodges. Participation in PRSSA (not just attending meetings) will earn you five extra credit points on your lowest 100-point grade. There are several ways to participate: writing for the blog, newsletter, or national website, taking part in fundraising and service opportunities or working for the student-run firm, Prestige.

Public Relations Writing Schedule-- Fall 2014

Week	Date Topic & Assignment(s)	Date Topic & Assignment(s)
1 August 26 & 28	Tuesday Course Overview: Syllabus, Expectations, Policies, Etc. Public Relations and the Writer Client Discussion	Thursday Strategic Writing Overview ◦ Readings: Section 1, pp. 1-39
2 September 2 & 4	Tuesday Grammar / AP Style Boot camp Ethics and Cultural Literacy ◦ Readings, pp. 26--31;	Thursday News Releases & Fact Sheets ◦ Readings: pp.41-42; 43-75
3 September 9 & 11	Tuesday Writing for Twitter and Social Media • Readings: Chp. 2 • Guest Speaker: Holly Phillips	Thursday Media Advisories, Pitches Letters & Op Eds ◦ Readings: Chp. 2 ◦ Content/AP Style Quiz
4 September 16 & 18	Review AP Style and Quizzes Review Writing News Releases	Op Ed Pieces, Letters to the Editor
5 September 23 & 25	Tuesday Business Communication and Job Request Letters • Readings: Chapter 5; and Op Ed Pieces in Newspapers	Thursday Creating Digital Portfolios / Digital Storytelling ◦ Guest Speaker: Dr. Josh Grimm ◦ Assign Job Request Letter
6 September 30 & October 2	Tuesday Media Kits and Backgrounders ◦ Readings: Chp. 2, pp. 76-86 ◻ Due: Job Request Letter Due AP Style Quiz #3	Thursday ◻ Fall Break / NO CLASS
7	Tuesday	Thursday

October 7 & 9	<p>Feature Stories</p> <ul style="list-style-type: none"> ▪ Readings: Chp. 2 ▪ Assign Feature ▪ Due: Blog Reflection #1: (hand in printed copy at beginning of class) 	Client Contact Day
8 October 14 & 16	<p>Tuesday</p> <p>Speech Writing</p> <ul style="list-style-type: none"> ▫ Readings: Chp. 2 (speeches) <p>Readings: Appendix, Tips for Oral Presentations</p> <p><i>Mid-semester Exam Period</i></p>	<p>Thursday</p> <p>Lab Assignment Day</p>
9 October 21 & 23	<p>Tuesday</p> <ul style="list-style-type: none"> ▪ Class Speeches ▪ Due: Pitch Letter 	<p>Thursday</p> <ul style="list-style-type: none"> ▫ Class Speeches ▫ Due: Feature Story
10 October 28 & 30	<p>Tuesday</p> <p>Client Contact Day</p>	<p>Thursday</p> <p>Crisis Writing and Working with Media</p> <p>Due: Blog Reflection #2: (hand in printed copy at beginning of class)</p>
11 November 4 & 6	<p>Tuesday</p> <p>Strategic Writing in Advertising</p> <ul style="list-style-type: none"> • Readings: Chp. 3, pp. 119-160. • Guest Speaker: Dr. Yongick Jeong 	<p>Thursday</p> <ul style="list-style-type: none"> ▫ Lab Assignment: Talking Points Memo
12 November 11 & 13	<p>Tuesday</p> <p>Fundraising / Nonprofit Writing</p> <ul style="list-style-type: none"> • Readings: Chp. 4 (sales letters, fundraising letters, newsletters and brochures) • Due: Blog Reflection #3 (hand in printed copy at beginning of class) 	<p>Thursday</p> <p><i>Additional Forms of PR Writing</i></p> <ul style="list-style-type: none"> ▫ Due: Fundraising Letter ▫
14 November 18 & 20	<p>Tuesday</p> <ul style="list-style-type: none"> ▪ Effective Presentations ▪ Readings: Appendix, Tips for Oral Presentations ▪ Due: Digital Portfolio 	<p>Thursday</p> <ul style="list-style-type: none"> ▫ Lab Assignment ▫
15 November 25 & 27	<p>Tuesday</p> <p>Finalize Media Kits</p> <p>Due: Blog Reflection #4 (hand in printed copy at beginning of class)</p>	<p>Thursday, November 26</p> <p>Thanksgiving / NO CLASS</p>
16 December 2 & 4	<p>Tuesday</p> <ul style="list-style-type: none"> • Due: Media Kit (press release, newsletter, fact sheet, and backgrounder) ▪ Presentation Practice 	<p>Thursday</p> <ul style="list-style-type: none"> ▫ Final Presentations

This is a living document. Although not anticipated, changes may be necessary throughout the semester. Because I respect your time, I will give you as much notice as I can if changes must occur. If you have any questions or concerns about items on the syllabus, please let me know.



Manship School of Mass Communication WRITING ESSENTIALS

Writing skills are essential for all of our students, and writing is a skill to be developed in all courses offered in the Manship School of Mass Communication. Manship faculty will evaluate student writing with consideration for these fundamental writing concepts.

<p>WORD CHOICE</p>	<p>The following words are often confused or misused in writing. Make sure you understand the difference:</p> <ul style="list-style-type: none"> • accept, except • a lot • all right • affect, effect • among, between • anxious, eager • because, since • due to, because of • farther, further • fewer, less • its, it's • media (plural), medium (singular) • principal, principle • stationary, stationery 	
<p>ACTIVE/PASSIVE VOICE</p>	<p>English sentences have three basic elements: a subject, a verb, and an object. In active voice sentences, the verb is the action element of the sentence, the subject is the "doer" of the action, and the object is the recipient of the action. In passive voice sentences, the subject is not "doer" of the action; the object becomes the "doer" of the action. These sentences flip-flop the subject and the object. In general, active voice sentences are preferred because they focus the reader's attention on the "doer of the action." Active voice is also more concise because it usually involves fewer words. Although there are situations where passive voice is proper, reliance on passive voice produces a cumbersome text.</p>	<p>Active: The executive committee <u>approved</u> the new policy.</p> <p>Passive: The new policy <u>was approved by</u> the executive committee.</p>
<p>ANTECEDENT/ PRONOUN AGREEMENT</p>	<p>A pronoun usually refers to something earlier in the text (its <u>antecedent</u>) and must agree in number — singular/plural — with that to which it refers. A pronoun's antecedent may be either a noun or another pronoun, but it <i>must</i> be clear what the antecedent is in either case.</p> <p>A pronoun should have only one possible antecedent. If there is more than one possible antecedent for a personal pronoun in a sentence, make sure that the pronoun refers only to one of them:</p> <p>Also, please note that countries and organizations are NOT people. In a sentence in which a country or organization is the subject, the second reference is to "it" (singular) and "its" (singular possessive).</p>	<p>Incorrect: If a student loses their books, they should go to lost and found.</p> <p>Correct: If students lose their books, they should go to lost and found.</p> <p>Incorrect: Jerry called Steve 12 times while he was in Reno.</p> <p>Rationale: The pronoun "he" could refer either to "Jerry" or to "Steve."</p> <p>Incorrect: McDonald's cancelled all of their advertising, and they later regretted doing so.</p> <p>Correct: McDonald's cancelled all of its advertising, and it later regretted doing so.</p>
<p>PARALLEL CONSTRUCTION</p>	<p>An article or a preposition applying to all the members of a series must be used either before the first term or be</p>	<p>Incorrect: The French, the Italians, Spanish and Portuguese</p>

PARALLEL CONSTRUCTION	<p>repeated before each term.</p> <p>Correlative expressions (both, and; not, but; not only, but also; either, or; first, second, third; and the like) should be followed by the same grammatical construction.</p> <p>When making comparisons, the things you compare should be couched in parallel structures whenever that is possible and appropriate.</p>	<p>Correct: The French, the Italians, the Spanish and the Portuguese</p> <p>Incorrect: It was both a long ceremony and very tedious. Correct: The ceremony was both long and tedious.</p> <p>Incorrect: My income is smaller than my wife. Correct: My income is smaller than my wife's.</p>
ATTRIBUTION/ CITING	<p>Presenting ideas and phrases from another writer as your own is plagiarism and is unacceptable.</p> <p>In journalistic writing, attribution is indicating your source for a piece of information. You must attribute any judgment or opinion statements. You should not attribute known facts.</p>	
PUNCTUATION OF QUOTES	<p>Commas and periods always go inside quotation marks. Semi-colons and colons do not go inside quotation marks. If a statement ends in a quoted <u>question</u>, allow the question mark within the quotation marks suffice to end the sentence. On the other hand, if a question ends with a quoted statement that is <u>not</u> a question, the question mark will go outside the closing quotation mark.</p>	<p>"I like to go swimming," she said, "but I am afraid of getting sunburned."</p> <p>May asked her daughter, "Who are you going out with tonight?"</p> <p>Who said, "Fame means when your computer modem is broken, the repair guy comes out to your house a little faster"?</p>
SUBJECT/VERB AGREEMENT	<p>Singular subjects need singular verbs; plural subjects need plural verbs. Collective nouns (herd, team, board, faculty, etc.) take singular verbs.</p>	<p>My brother <u>is</u> a nutritionist. My sisters <u>are</u> mathematicians.</p>
PREPOSITIONS	<p>A preposition describes a relationship between other words in a sentence. Examples are: after, at, beside, between, during, into, on, with, etc. In everyday speech we often use prepositions where they are not necessary. Eliminate unnecessary prepositions, particularly those at the end of sentences.</p>	<p>The book fell off of the desk. Where did they go to? Where is your college at?</p>

For more help with writing style, the following websites and books are recommended:

The Guide to Grammar and Writing - <http://grammar.ccc.commnet.edu/grammar/>

The Online Writing Lab (OWL) at Purdue University - <http://owl.english.purdue.edu/owl/>

Latest edition of Strunk, W., White, E. & Angell, R. The Elements of Style, Longman.

Latest edition of The Associated Press Stylebook and Briefing on Media Law

A Manship Education

Your degree in Mass Communication should signify two things:

- You understand the core values underlying the various mass communication professions.
- You've become competent in specific skills vital to success in today's media industries.

This means that each of your MC courses should help you learn *some combination* of these core values and skills.

I. CORE VALUES

In keeping with its emphasis on media and politics, the school is dedicated to promoting democratic discourse. Here are four elements integral to that thrust.

- **FREE SPEECH**
Understand the principles of free speech and press – including the right to criticize power.
- **HISTORY**
Understand the role of people and institutions in shaping the media landscape over time.
- **ETHICS**
Understand the principles underlying the various media professions - and work ethically in pursuit of truth, accuracy, fairness, and diversity.
- **DIVERSITY**
Understand how the mass media act as vehicles of culture, and the implications this has on diverse groups of people across the globe.

II. COMMUNICATION SKILLS

The primary goal of a communication professional is to and convey it to others effectively. The better you can activities, the more successful you'll be.

With that in mind, your Manship courses will give you learn the skills that are crucial to both of these goals:

ACQUIRE KNOWLEDGE

- **UNDERSTAND CONCEPTS AND THEORIES**
Learn about and understand concepts and and presentation of images and information.
- **THINK CRITICALLY**
Think critically, creatively and independently. Hone your problem-solving abilities.
- **USE (AND DO!) RESEARCH**
Learn how to do research and – perhaps more importantly – be able to evaluate the validity of research that's presented to you.
- **APPLY NUMBERS & STATS**
Learn how to understand and apply basic statistical concepts.
- **USE MEDIA TOOLS & TECHNOLOGY**
Gain proficiency in using the informational resources and software applications used in the media industries.

com · mu · ni · cate \ke-'myü-
nə-kāt\ verb
From Latin: comunicatus, past
participle of communicare-to
impart, participate
1. to convey knowledge of or
information about
2. to transmit information,
thought, or feeling so that it
is satisfactorily received or
understood

acquire knowledge
do these two

the opportunity to

theories in the use

CONVEY IT TO OTHERS EFFECTIVELY

- **WRITE CLEARLY**
Become “fluent” in the written word – writing clearly, without mechanical errors, in the style appropriate for media professions and audiences.
- **EDIT & EVALUATE WRITING**
Learn to critically assess your written work and the work of others for accuracy, fairness, clarity, grammar, and style.

III. MASTER'S PROGRAM

- **BUILD KNOWLEDGE**
Contribute to knowledge appropriate to the communication professions.

THE 1, 2, 3s of a Manship EDUCATION

1 Values

- Freedom of Expression and understanding the range of systems of freedom around the world
- Historical roles of media institutions and individuals in society
- Ethical ways of pursuing truth, accuracy, fairness and diversity
- Diversity of ideas, viewpoints and experiences domestically and globally

- Understand and apply theories in presenting visual and written information
- Ability to think analytically, creatively and independently
- Use, conduct and evaluate research
- Understand and apply statistical information
- Use technology and current tools of the profession

Knowledge 2

3 Sharing of Information

- Writing clearly and accurately
- Editing and critically evaluating own work and the work of others

Believe it. Know it. Share it.

AP Style Tip Sheet

- **Numbers.** In general, the rule is to spell out numbers up to nine (one, two, three...nine). For numbers 10 and higher, use the numerals – 10, 11, 12, 13, etc.
 - **Cardinal numbers are used for:**
 - Addresses
 - Ages
 - Clothes sizes
 - Dates (No nd, rd, st, or th)
 - Decades
 - Dimensions
 - Fractions greater than one (e.g., 1½)
 - Highways
 - Millions, billions, trillions
 - Money
 - Percentages
 - Recipes
 - Speeds
 - Sports
 - Temperatures
 - Times
 - Weights
 - Years
 - **Words are used for:**
 - Any number at the beginning of a sentence except for a year
 - Casual numbers (e.g., about fifty years ago)
 - Fractions less than one (e.g., one-half)
 - **Ordinal numbers (ending with nd, rd, st or th) are used for:**
 - Amendments to the Constitution
 - Courts
 - Military Units
 - Political Divisions
 - Streets after *Ninth*
- **Money.** Spell out cents in lowercase for anything less than a dollar. Use the \$ sign and decimals for larger sums. For amounts of \$1 million or more spell out the words million, billion, trillion and only use two decimal spaces.
- **Titles/Abbreviations.** Outside a direct quote use Mr., Mrs., Dr., Gov., Lt. Gov., Rep., Sen. and Rev. before a person's full name. Lowercase titles if they are informal, appear without a person's name, follow a person's name, or are set off before a name by commas.
- **Time of day.** "10 a.m." or "10 this morning" is correct, NOT "10:00 a.m." or "10 a.m. this morning."
- **Dates.** Never abbreviate the days of the week (Monday, Tuesday, etc.). Don't abbreviate a month unless used with a specific date: January 2013; Jan.1, 2013. Don't abbreviate months with five letters or fewer (March, April, May, June, July).
- **State names.** This is tricky, but remember that when you use a city and state name together, in many cases AP style abbreviates the state name. Do not use postal abbreviations (like LA) except when you are writing out an entire mailing address. AP style uses the older abbreviations (like W.Va. for West Virginia and Pa. for Pennsylvania). The *AP Stylebook* has a complete list of abbreviations to be used when the state name is used together with the city name. When the state name is used alone, spell it out.
- **Punctuation of abbreviations.** In general, abbreviations with two letters have periods (A.D., B.C., a.m., p.m.) while those with more than two letters do not (FBI, CIA, mpg, mph).
- **Symbols.** Spell out percent (%), and (& - unless it is part of a company's formal name) and cents instead of using the symbols. Use \$ when used with a figure, but spell dollar when used without figures (e.g., I know the value of a dollar.).
- **Commas in a series.** In a simple series (apples, oranges and bananas), do not put a comma before the "and."
- **Colons.** Use a colon at the end of a sentence to begin lists, texts, quotes, etc.
- **Quotation Marks/Composition Titles:** Use quotations marks around the titles of books, songs, television and radio shows, computer games (but not software), poems, lectures, speeches, operas and works of art. Do not use quotation marks around the names of magazines, newspapers, the Bible or books that are catalogues of reference material.
- **Quotation Marks/Punctuation.** Commas and periods go within quotation marks.

Capitalization

These rules are pretty standard and not unique to AP style, but here is a refresher.

- The main words that get capitalized are **proper nouns**. That is, the name of a specific person, place or thing. For example: Baton Rouge, George Bush, Pittsburgh Zoo, Boston Beanery, the Capitol (referring to a specific building, not the capital city), France, Germany, Cheerios, Coke, Pepsi and Louisiana State University are all proper nouns and are always capitalized.
- Only capitalize a **person's title** when it precedes their name and is being used as part of their name. For example, it is correct to say "President Bush addressed the nation." But do not capitalize the title when saying "Barack Obama is the president of the United States" or "He is a captain in the U.S. Army."
- **Fields of study** are not capitalized, with some exceptions. For example, "She earned her bachelor's degree in anthropology" is the correct way to write that sentence. An exception to this rule applies to fields such as English, French or German because those words are proper nouns representing specific languages and therefore must be capitalized.
- **Regions are capitalized, directions are not.** Southern accent, Western movie, etc. vs. They drove north.
- **Proper names of races and nationalities.** Capitalize Caucasian, African American, etc. but not white, black.

I would like to point out some of the more common references I've come across in my own writing that you may find useful.

- **Academic Degrees.** Use an apostrophe when referring to *bachelor's degree* or *master's degree* but not when written as *Bachelor of Arts* or *Master of Science*.
- **New Media Terminology.** This is the correct way to write the following terms: Internet (always capitalized), email, website and web page, online, app (short for application - app is acceptable on the second reference), blog, Facebook, Google, hashtag, LinkedIn, Twitter (and tweet), YouTube, smart phone.
- **Accept/Except.** Accept means to approve, agree or receive. Except means to exclude.
- **Affect/effect.** Affect, as a verb, means to influence. Effect, as a noun, is a result.
- **Among/between.** Among introduces more than two items; between introduces two items.
- **Ensure/insure.** Ensure means to guarantee; insure refers to insurance.
- **Farther/further.** Farther refers to physical distance, further to an extension of time.
- **Flier/flyer.** Use flier when referring to a paper document.
- **It's/its.** "It's" is the contraction for "it is." "Its" is a possessive pronoun.
- **More than/Over.** More than refers to numbers. Over refers to spatial relationships.
- **Nonprofit.** One word, not non-profit.
- **That/which.** Use "that" for essential clauses and "which" for nonessential clauses. If you can eliminate the clause altogether without losing the meaning of the sentence, use "which."
- **They're/their/there.** "They're" is a contraction for "they are." Their is a possessive pronoun. "There" indicates direction.
- **Who/whom.** "Who" refers to humans and animals with a name and is the subject of a sentence, clause or phrase. "Whom" is used as the object of a verb or preposition. One way of remembering this rule is that if you can replace the "who/whom" reference with "he" or "she," use "who." If you can replace it with "him" or "her," use "whom."
- **Who/that.** "Who" refers to humans and animals with a name and is the subject of a sentence, clause or phrase. "That" refers to inanimate objects. For example, Evan is a student who will succeed NOT Evan is a student that will succeed.
- **Your/you're.** "Your" is a possessive adjective. "You're" is a contraction for "you are."

Student Wireless Laptop Requirement

Beginning in Fall of 2013, Manship School of Mass Communication graduate students and undergraduate students declaring a Major or Minor in Mass Communication or Minor in Visual Communication or Political Communication are required to have their own wireless internet access laptop computer upon entering the first Mass Communication class.

Digital Media are changing mass communication in everyday life and in the industries that the Manship School serves. In 2010, the Manship School began the "Digital Media Initiative" (DMI) charged with infusing digital into the current curriculum. As a result, in fall 2013, we will launch a new, reinvigorated curriculum. Each of the four areas incorporates digital-content creation in almost every class. The laptop requirement will allow our students to succeed from their first Manship writing assignments to their senior capstone and digital portfolios. Our professions tell stories, sell products, create awareness, champion democracy and build relationships via mass communication. Digital media at our students' fingertips are foremost to these endeavors and demand computer proficiency. We have found that most students are already coming to college with a laptop. It has become a standard school supply such as pen and paper. The requirement is another step toward ensuring our students graduate with skills that serve our industries in an evolving digital media landscape.

Effective Fall 2013, we will not have computers in the writing and open labs. Students will instead find empty desks and power strips to plug in their own laptops. All lab areas will continue to have wireless internet service and wireless printing.

Below we have outlined the basics for meeting the school's laptop requirement.

- Each year, the school will post online minimum computer requirements for all entering freshmen. The requirements will include a PC and a Mac version. A wireless laptop with Microsoft Office or Mac Pages is standard.
- Adobe Creative Suite is also required for majors and MC and VC minors. Other class-specific software may be required. For example, broadcast students will be required to purchase Edius Neo for video editing.
- The minimum laptop configuration (with Word/Pages & Adobe CS) ranges from \$1250 (PC) to \$1150 (Mac).
- The minimum laptop requirements will be sufficient for all four years. However, different students have different needs and many take more than four years to graduate. Buying the minimum requirements now, with plans to upgrade later, may be a prudent path.

Frequently-Asked Questions

Q: Who will be required to have a laptop?

A: Graduate students and Undergraduate Pre-majors, Majors and Minors. If you declare a MC major as an entering freshman, the requirement applies to you. If you declare a minor in MC, Visual Communication, or Political Communication the requirement applies to you.

Q: When will the requirement take effect?

A: Fall 2013

Q: What kind of laptop will be required?

A: Specifications for both PCs and Macs are on our website (information forthcoming)

Q: What about cost?

A: Approximately \$800 for a PC (Fall 2011 estimate)

Approximately \$1700 for a Mac (Fall 2011 estimate, depends on screen size)

Q: What software is required?

A: MS Word for Mac or PC (upon first day of MC2010)

Adobe Creative Suite (upon first day of MC2015)

Edius Neo (upon first day of MC3104; only Journalism students will be required to have Edius, but we will encourage all students to purchase this software for video editing). Other software may be required that is class-specific.

Q: What about cost?

A: MS Word or Mac Pages usually comes standard with a new machine. However, MS Word for Mac or PC is also available free through TigerWare.

Adobe Creative Suite's education cost is \$449 (non-student is \$1899).

Edius Neo is \$100.

Q: Would financial aid be available for computers and software?

A: Financial aid could potentially cover the cost of a laptop if the student had sufficient funds to pay for the laptop after all other fees were paid for such as tuition and housing. An appointment with Student Financial Aid and Scholarships, which is aware that Mass Communication has this requirement, is recommended.

Q: Does the software run on both Mac and PC?

A: Yes and no.

Adobe CS works on both.

Edius is PC only. Students with Macs can run a dual operating system or purchase Final

Cut. Final Cut is more expensive at \$300 (cost without an educational discount).

Q: What happens if I have problems with my laptop?

A: We recommend purchasing a laptop protection plan through a vendor that protects against unforeseen problems, loss or damage. If the laptop needs to be repaired, students can use one of the university's public-access labs while their laptop is out of commission. Additionally, the library has a laptop rental program and a computer help desk.

Q: Can laptops print wirelessly to copy machines/printers?

A: Yes. First, the university sets aside a week at the beginning of the semester where students can bring laptops in and get help with connecting to LSU Secure. Secondly, we will host a Manship "computer orientation" where students can come in on set days and times and get connected to the Internet and set up to wirelessly print.

Please go to our website www.manship.lsu.edu or Journalism 211 for help and additional information.



Faculty Senate Courses and Curricula Committee

September 24, 2014

From: Lawrence Rouse, Chair, Courses and Curricula Committee

At their September 23, 2014 meeting, the Faculty Senate Courses and Curriculum Committee took the following action regarding the MC proposals:

- The committee conditionally approved the proposal to add MC 3001: Public Relations Writing & Applications pending the clarification of what exactly entails the service learning component for this specific course? Also, explain what the media kit for the client is in detail. Remember to also take out the graduate credit section of the syllabus as this is no longer a graduate course. Please add the out of class expectations. This tells the student how much time is expected outside of class spent on the course.
- The committee conditionally approved the proposal to add MC 4020: Public Relations Research pending the deletion of the section that pertains to classmates communicating about grades. This statement can lead to potential conflict among the students and instructor. Also, add the out of class expectations for the course. This tells the student how much time is expected outside of class spent on the course.

Please submit the requested documentation to Anna Castrillo in the Office of the University Registrar at 112 Thomas Boyd Hall or by email at acastr1@lsu.edu.

If you have any questions regarding the request, please feel free to contact me at lrouse@lsu.edu.

REQUEST FOR ADDITION OF NEW COURSE

FORM A ADMINISTRATIVE USE ONLY			
<input checked="" type="checkbox"/> JACB	<input type="checkbox"/> JPRE	<input type="checkbox"/> JST	<input type="checkbox"/> JSP
<input type="checkbox"/> JREL	<input type="checkbox"/> JST	<input type="checkbox"/> JST	<input type="checkbox"/> JSP
<input type="checkbox"/> JST	<input type="checkbox"/> JST	<input type="checkbox"/> JST	<input type="checkbox"/> JSP
<input type="checkbox"/> JST	<input type="checkbox"/> JST	<input type="checkbox"/> JST	<input type="checkbox"/> JSP
Effective: <u>25/2015</u>			

Department	College	Mass Communication
Date	9 - 15 - 14	

PROPOSED COURSE DESCRIPTION																				
Rubric & No.	MC 4020	Title	Public Relations Research																	
Short Title (≤ 19 characters)			P	R	I	R	E	S	E	A	R	C	H							
Semester Hours of Credit			3																	
If combination course type, # hrs. of credit for			Lecture: 3							Lab/Sem/Rec: _____										
Repeat Credit Max. (if repeatable):			_____ credit hours				Graduate Credit?				<input checked="" type="checkbox"/> Yes				_____ No					
Credit will not be given for this course and:																				
Course Type (Indicate hours in the appropriate course type.)																				
Lecture	Lab	Seminar	Recitation	Lec/Rec	Lec/Sem	Lec/Lab	Res/Ind	Clin/Pract												
<input checked="" type="checkbox"/>	_____	_____	_____	_____	_____	_____	_____	_____												
Maximum enrollment per section: (use integer, e.g. 25 not 20-30)															40					
Grading System:		Letter Grade <input checked="" type="checkbox"/>			Pass/Fail _____			Final Exam:**		Yes _____				No <input checked="" type="checkbox"/>						
(Attach justification if the proposed course will not hold a final exam during examination week.)																				

Course Description:
 (Concise catalog statement exactly as you wish it to appear in the *General Catalog*)

MC 4020 Public Relations Research (3) Prereq.: MC 2035, MC 3010, MC 3001. Majors only. Introduction to the role of research in public relations; utilizing qualitative and quantitative methods and research tools necessary to conduct research that informs the public relations planning process and aides in the assessment/evaluation of PR activities.

BUDGET IMPACT (IF ANSWER TO ANY QUESTION IS "YES", ATTACH EXPLANATION.)		
If this course is approved, will additional staff be needed?	Yes _____	No <input checked="" type="checkbox"/>
Will additional space, equipment, special library materials or other major expense be involved?	Yes _____	No <input checked="" type="checkbox"/>
Academic Affairs Approval:	(Date)	

ATTACHMENTS (ATTACH THE FOLLOWING TO YOUR PROPOSAL)

JUSTIFICATION: Justification must explain why this course is needed and how it fits into the curricula. Will the course duplicate other courses?
SYLLABUS: Including 14 week outline of the subject matter; titles of text, lab manual, and/or required readings; grading scale and criteria
 (For 4000-level, specify graduate student grading criteria if requirements differ for graduate and undergraduate students).

APPROVALS			
Department Faculty Approval Date	College Faculty Approval Date	59-14	
_____ Date: 9-16-14		_____ Date: 9-16-14	
Department Chair's Signature	Date	College Dean's Signature	Date
_____ Date:		_____ Date: 10/20/14	
Graduate Dean's Signature	Date	Chair, FS C&C Committee's Signature	Date
College/Division/Department Contact: (please print) Andrea Miller		Academic Affairs Approval	
Contact Email: amiller@ksu.edu		Date	

 Date: 9/23/14

MC 4020 Public Relations Research – ADDITION Justification

The course was MC 3020 and was dropped so we can add the same course back to the curriculum, but at a 4-thousand level. The faculty feels this class, because of its rigor, needs to be offered a little later in the PR curriculum when students are better prepared to take it.

It will also serve the students better to have this class right before the PR capstone course.

Additionally, this course puts public relations research into practice. Because of this, the course will not have a final exam. A final project that allows the students to create and execute a real PR research project better fulfills the course outcomes.

+

Public Relations Research

Dr. Jensen Moore
 jmoore5@lsu.edu
 279 Hodges Hall

Office Hours:
 Monday/Wednesday 12-2 p.m.



Welcome:

Help Please, please, please talk to me at any time if you have questions or concerns. I am here to help, but if you don't ask me, I can't help you.

Twitter Please use Twitter to ask questions about assignments or course content - that way everyone can benefit from the answers and multiple emails do not get sent.
Twitter hashtag: #manship3020

Emails Any emails on weekdays will be answered within 48 hours. Weekend emails will be answered on the next weekday of classes (i.e., if there is a school holiday on Monday, the email will be answered on Tuesday).



+ **What demonstrates expertise in our field?**

- Writing = evidence of thinking.
- Thinking = goal setting and evaluating information.
- Research = finding answers to problems.
- Deadline orientation and organization.

Course Overview

This course introduces students to role of research in public relations. Students will become familiar the methods and tools necessary to conduct research that informs the public relations planning process and aide in the assessment and evaluation of PR activities.

Students will also learn about the general research process with an emphasis on the use of primary and secondary data.

Throughout the course students will learn how to: search for information regarding media outlets, search for relevant existing research and datasets, work with various forms of digital analytics, develop procedures and materials necessary for primary PR research, conduct basic statistical analyses, and present research findings in various forms.

Understand the principles underlying the various media professions - and work ethically in pursuit of truth, accuracy, fairness, and diversity.	Understand how the mass media act as vehicles of culture, and the implications this has on diverse groups of people across the globe.	Learn about and understand concepts and theories in the use and presentation of images and information.
Think critically, creatively, and independently.	Learn how to conduct and evaluate the validity of research.	Learn how to understand and apply basic statistical concepts.
Gain proficiency in using the informational resources and software applications used in the media industries.	Write clearly without mechanical errors in the style appropriate for media professionals and audiences.	

Textbooks

Wimmer, R.D., & Dominick, J.R. (2014). *Mass media research: An introduction*. Boston, MA: Cengage Learning.

Paine, K. D. (2011). *Measure what matters: Online tools for understanding customers, social media, engagement, and key relationships*. Hoboken, NJ: Wiley.

Course Learning Outcomes

- | | | |
|--|---|--|
| <ol style="list-style-type: none"> 1. To introduce students to the role and function of research in public relations, and the research methods used in the public relations industry, as they inform objectives, strategies, tactics, and evaluations. 2. To enable students to efficiently locate, understand, and evaluate research findings as they exist and are reported in | <ol style="list-style-type: none"> 3. To enable students to critically analyze published research and identify flaws and limitations of previously conducted research. 4. To help students design and conduct public relations research by providing the tools to formulate original PR | <ol style="list-style-type: none"> secondary data sources and published research reports. research questions, and the research designs and methods needed to generate the data necessary for answering those questions. 5. To enable students to analyze quantitative and qualitative research findings. 6. To enable students to present their research findings in written and visual forms. |
|--|---|--|

Prerequisites	Suggested Texts	Software Requirements
<ul style="list-style-type: none"> MC 2010 (Media Writing) MC 2015 (Visual Communication) MC 3010 (Introduction to Public Relations) 	<p>AP Stylebook Mobile application from: https://www.apstylebook.com/?do=product&pid=mobile</p> <p>American Psychological Association (APA) (6th edition). Online APA resource: http://owl.english.purdue.edu/owl/section/2/10/</p>	<p>Statistical Software SPSS v.22 student version can be purchased at: http://www.onthehub.com/spss/</p>

Assignments

Your grade in this course will be based on the following:

Individual Grades:

1. Participation - (100 total)
 - Attendance, Class Discussions, Exercises – (55 points)
 - Peer Evaluations (4) – 10 points each (40 points)
 - MEL Research Studies – (5 points)
2. Professionalism – (100 total)
 - Individual Evaluation by Instructor - (40 points)
 - Individual Evals Provided by Peers (4) – 15 points each (60 points)
3. Quizzes (25) – 10 points each (250 total)
 - Lowest two quiz grades will be replaced with full points
4. IRB Training & Security of Data Agreement (50 total)
 - a. Human Subjects Training:
<http://phrp.nihtraining.com/users/login.php>
 - b. Security of Data Agreement:
<https://sites01.lsu.edu/wp/ored/files/2013/07/Security-of-Data-Agreement.pdf>
5. Data Analysis Assignment (50 points)

Group Grades:

6. Focus Groups (50 points)
7. In-depth Interviews (50 points)
8. SWOT (50 points)
9. Content Analysis (50 points)
10. Survey (50 points)
11. Experiment (50 points)
12. Campaign Evaluation (50 points)
13. Final Research Project (450 total)
 - a. Annotated Bibliography and Outline (50 points)
 - b. Intro and Literature Review (50 points)
 - c. Results and Discussion (50 points)
 - d. Presentation (50 points)

Grade	Points	Scale
A	1,255-1,350	(93% and above)
B	1,161-1,254	(86% - 92%)
C	1,066-1,160	(79% - 85%)
D	972-1,065	(72% - 78%)
F	0-971	(71% and below)

Please note that I will not discuss grades via email or the telephone. If you have a question about a grade and would like to discuss it, you must meet with me in person within one week after you get the assignment or grade back. There is no exception to this policy that is designed to protect your privacy.

I do not round grades up or down. Your point total is your final letter grade – I do not grade based on percentage. Keep in mind that since this is a required PR course you must pass with a "C" or better to graduate.

An "A" in this class means you have demonstrated significant achievement.

Incompletes

Incompletes will be assigned at the discretion of the professor, when due to extraordinary circumstances the student is prevented from completing the work of the course on time. Requests for incompletes need to be submitted before the final day of the course (not during finals week) in order to be awarded.

Grading Overview

You will earn an "A" on an assignment if all of the following are met: The work is rigorous, creative, and shows a thorough knowledge of the materials. It is an excellent piece of work written in a clear and concise manner. Few, if any, errors of fact or writing are present. All aspects of the assignment are present and exceptionally completed.

You will earn a "B" on an assignment if any of the following occur: The work has a few errors but shows a good effort at comprehending the

material. It contains clear, understandable writing with some care and expression of knowledge. The writing needs more clarity, more development and/or more examples. The work may be missing some of the subtleties of the assignment.

You will earn a "C" on an assignment if any of the following occur: It is an adequate but superficial completion of the assignment. A number of assignment's components are missing or not completed adequately. The

argument is unsubstantiated or examples are missing. Sources are poorly cited, many errors of fact are present, or writing and grammar are inadequate.

You will earn a "D" or less on an assignment if you: 1) fail to follow assignment directions/suggestions, 2) fail to complete at least $\frac{3}{4}$ of the assignment, or 3) fail to show an understanding of the materials (indicating you did not do the readings or you are not applying them).

Public Relations Writing Assignments Will Be Evaluated on the Following:

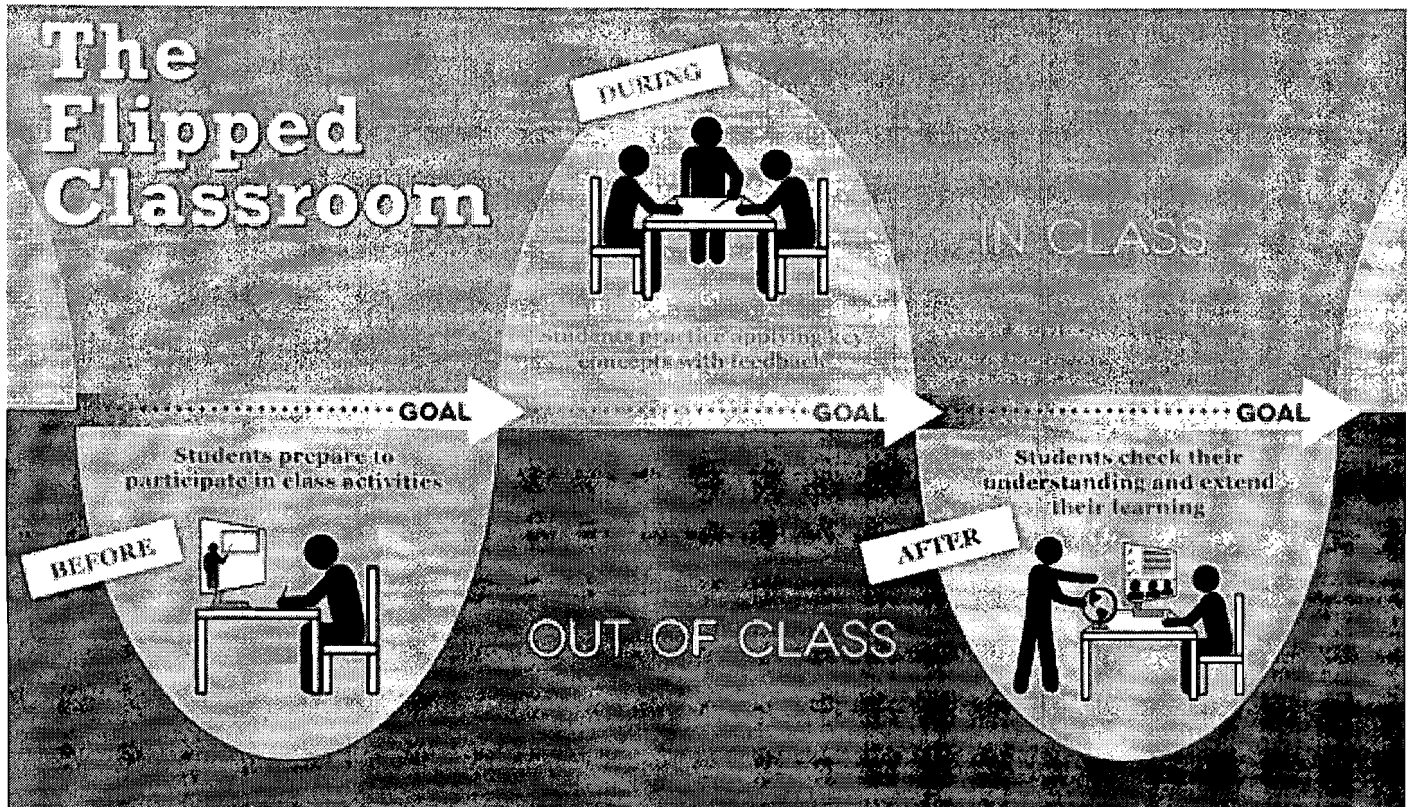
- Style and content are appropriate for the target public(s)
- Sentence structure:
- Spelling and punctuation.
- Accuracy.
- Writing is interesting and informative.
- Completeness: Reader is not left with any unanswered questions.
- Style and format are appropriate for the medium you are using
- Content meets objectives.
- Structure is appropriate: introduction, organization, transitions.
- Grammar and syntax.

Grading of Assignments

Your writing will be evaluated on the quality of the finished product, with the criteria being organization; accuracy; completeness; fairness; clarity; conciseness; precision of the language; and correct grammar, punctuation, spelling, and AP style. In addition, the style and content will be evaluated based on the target publics and the designated medium.

Please note that "B" is a typical grade for a good quality assignment. Papers must show exceptional understanding that includes integration of readings, lectures, and the text as appropriate. Assignments that do not contain all the required elements or incomplete answers will receive lower grades.

Students should pay particular attention to the concepts addressed in the Manship Writing Essentials guide (see Moodle) and the AP Style tip sheets (see Moodle). **All research reports should be written according to APA style rules – NO EXCEPTIONS.**



+ The course is divided into five major phases:

1. The Research Process (Weeks 1-3)
2. Statistics and Data Analysis (Weeks 4-5)
3. Conducting Primary Research (Weeks 6-9)
4. Formative & Evaluative Research (Weeks 10-11)
5. Working on Final Project (Weeks 12-15)

Course Components: Course requirements and format

This course is a flipped class which means you will be reading materials before you come to class and you will be tested on concepts presented in the readings (via quizzes).

Quizzes will take place during the first 10 minutes of class. If you are not here during that time you will not get to complete your quiz.

In class we will be discussing and doing and hands-on problem solving, research and group work.

Because this class has a significant "hands-on" aspect that will require you to meet and perform as a group beyond

the regular class period, I will adjust the time we meet in class.

The class will be divided into groups, with each group functioning as a public relations research team that designs and carries out real, hands-on research projects.

In lieu of a midterm exam, you will complete in-depth interviews. The final research project is in lieu of a final exam.

Course Content

Participation

Attendance, Class Discussions, Exercises: Most class periods we will meet and have a quiz over the readings. You will also complete individual and group in-class exercises that will not be graded, but will earn you participation points. Finally, you will be using the Twitter hashtag #manship3020 to post discussion topics. Your participation grade will be greatly influenced by introducing topics for discussion using this method (hint, hint).

Peer evaluations: The evaluations will enable you to assess the contributions fellow group members make to the public relations research assignments. Such an exercise mirrors the experience you receive in a real PR agency. You will provide a summary of what your group has accomplished, evaluate each group member's contributions, performance, attendance at agency meetings, etc., and give each member a grade of A, B, C, D or F. These evaluations provide you with a hard look at your skills, your areas for growth, and your contributions to the task at hand. If you receive a failing grade from the majority of your peers in the first progress report, I will discuss your performance with you and the group. If you receive failing grades from the majority of your peers on the two subsequent progress reports, I will reduce your grade for the project by at least one letter grade.

Extra Credit

Several extra credit opportunities

will be offered throughout the semester. **Take advantage of them. They may be the difference in a letter grade at the end of the semester.** Missed extra credit cannot be made up.

PRSSA: You may want to consider joining and participating in PRSSA if you are not a member. The meetings are usually on a Thursday at 6:00 p.m. in the Holliday Forum of the Journalism. Meeting dates are usually posted in the Journalism Building and Hodges. Participation in PRSSA (not just attending meetings – service, fundraising, etc. are also offered) can earn you extra credit points.

Research Extra Credit: *Note that you are required to take part in 5 points worth of MEL research opportunities as part of this class.* Taking part in additional research projects can earn you extra credit. Only course-approved research opportunities will be granted extra credit. If you are in doubt as to whether a research opportunity will count – ask. If you take part in an approved research opportunity it is up to you to provide the professor with documentation that you participated.

Guest Speaker Extra Credit: For the guest speaker lectures, plan on these presentations lasting approximately 90 minutes. All students attending these presentations should be respectful of the speaker and follow these rules when attending:

1. Arrive at the lecture location at least 15 minutes before the

2. Before entering the lecture hall turn off cell phones, pagers, etc. and leave them off until after you have exited the lecture hall at the end of the presentation.
3. Do not get up and leave until the presentation is finished. This may include a Q & A session. If you have to leave early do not attend the lecture.

If you take part in an approved guest speaker lecture it is up to you to provide the professor/teaching assistant with documentation that you participated.

There will likely be additional extra credit opportunities offered throughout the course. Check your email regularly for details. Extra credit must be completed before the final day of class (during dead week). **No extra credit will be counted after dead week.**

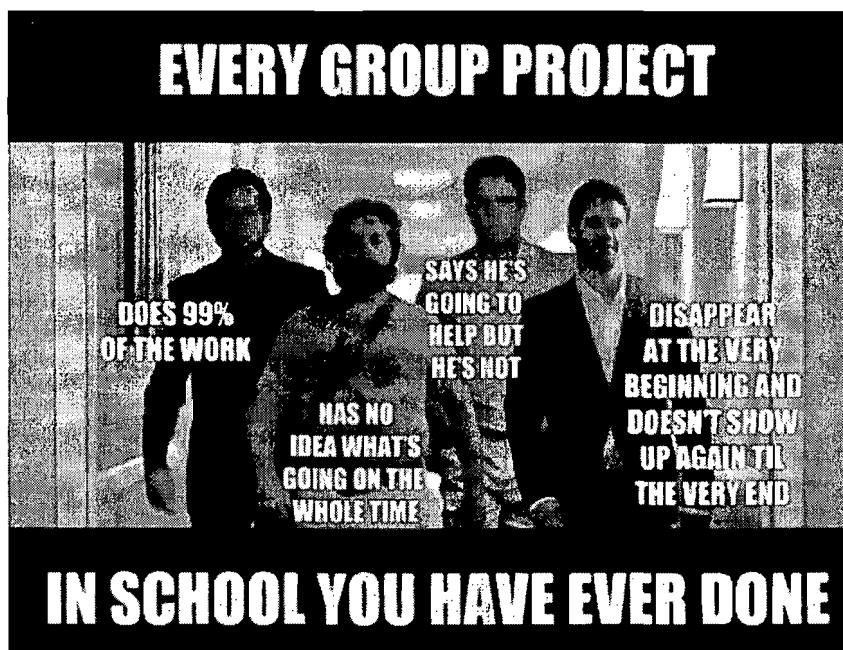
In many cases the type of documentation will be provided to you in advance – make sure to adhere to the guidelines listed if you want credit. It is your responsibility to provide documentation of any extra credit you participate in. Make sure to bring copies of extra credit materials to class. Extra credit points will not be awarded for “your word” that you participated.

You may not earn more than 25 extra credit points for this course.

Advice Regarding Group Work

On occasion some groups experience difficulties with a person who does not pull his/her weight on a project. If that happens in your agency, you must:

1. Try to work it out as a group. Document the problem, how you tried to work it out and the outcome of that effort. Give this to me in a written statement.
2. If the outcome of your internal meetings and efforts is less than satisfactory, you may schedule a time to meet with me as a group to discuss and resolve the problem.
3. If this meeting still does not resolve the problem, then the group may ask permission from me to fire the individual who is not contributing to the group work.
4. I hold the sole authority to authorize a group to fire a member. No authority to fire a member will be given without first attempting to work out problems within the group and subsequently with my help in a second meeting. Firing can be a lengthy process, so you must identify problems quickly. If you wait until a week before an assignment is due to raise a concern, you are likely too late.
5. **Any person fired from a group will be required to FULLY complete all remaining assignments on his/her own.** The individual assignment must include all of the elements of the group project and will be due at a date and time determined by me, most likely the same date and time as the original assignment.



Professionalism

Professionalism points are awarded at the professor's discretion based on peer evaluations as well as instructor observances.

Professionalism points indicate responsibility taken for one's own intellectual development.

Professionalism points encompass everything that you do in this class. This includes the following: content mastery, communication skills, interaction (including constructive criticism), creativity (going beyond the assignment given), enthusiasm and interest.

Additional points may be awarded for extra effort put into assignments and taken away for sub-par efforts including constant excuses regarding assignments, failure to participate, failure to communicate with the professor or teammates and other unprofessional behavior. See statement on next page regarding professionalism.

Professionalism points are accumulative and will not be awarded until finals week.

Professionalism Statement

- Professionals produce results, not excuses.
- Professionals meet deadlines.
- Professionals know how to accept valid criticism from superiors or from other professionals or colleagues who are in a position to evaluate their work.
- Professionals are not whiners. All of us have our work rejected or torn apart from time to time. That's life. You need to accept this, profit from it, hold your head high, and get on with your life.
- Professionals accept responsibility for their own actions and do not try to shift the responsibility for their own actions (e.g., sloppy work, missed deadlines, etc.) to others.
- Professionals demonstrate good manners and consideration for others. This means, for example, that you listen in class instead of talking to the person next to you. This means that you don't read a newspaper in class.
- Professionals keep appointments (meetings, classes, etc.).
- Professionals are to a large extent self-motivated and take professional pride in their work. This means that they set high standards for themselves and strive for excellence. You should be your own toughest critic.
- Professionals know how to take hints and "read" non-verbal messages their superiors and colleagues are sending them about their work and behavior. Most superiors don't like confrontations; they prefer that you get the point before things ever reach the confrontation stage.
- Professionals learn from their own failures. Everyone encounters failures and big disappointments from time to time. Your attitude should be: "What do I need to learn from this failure?"

Note: None of the information on this sheet of paper will not help your professional career the least bit—unless you internalize these norms and practice them. By Dr. Dennis T. Lowry, Professor of Journalism (adapted by Dr. Steve Banning)

Course Expectations

Lectures will be kept to a minimum. Our goal is to learn from practice and from each other.

Unless I state otherwise, assignments are due at the beginning of the class on the due date. I will not accept late work unless you are absent for a family or medical emergency. If

you miss assignments or if you are unable to complete them due to tardiness, you will receive a zero.

You should read, view, and listen to media for topical issues that impact public relations and the community.

Unauthorized use of cell

phones is prohibited.

Use of computers to surf the Web, play computer games, or check email is prohibited. If you are found to be using a computer for unauthorized purposes, you will be asked to leave class for the day.

Class Absences

It is vital for you to attend class and to be on time. Your participation will be evaluated on your readiness for class discussion, familiarity with the readings and weekly contribution to your agency. Excused absences are those recognized by LSU: illness, family emergency, and special curricular/ extracurricular requirements. Routine medical appointments, job interviews and research for an assignment for another course are not valid reasons for missing class. It is your responsibility to check with a classmate about upcoming assignments or missed information.

Make-up work for anticipated absences should be handled in the following way. If you are participating in a university-sponsored activity, let me know the reason for your absence in writing as soon as you learn of the activity. If an assignment is due while you are away, you must turn it in early and provide a brief written note explaining why you will be absent. When you return, you must see me about making up the in-class assignments you missed.

PS--22 STUDENT ABSENCE FROM CLASS GENERAL POLICY

Class attendance is the responsibility of the student. The student is expected to attend all classes. A student who finds it necessary to miss class assumes responsibility for making up examinations, obtaining lecture notes, and otherwise compensating for what may have been missed. The course instructor will determine the validity of a student's reason(s) for absences and will assist those students who have valid reasons. Valid reasons for absences include:

1. Illness
2. Serious family emergency
3. Special curricular requirements such as judging trips or field trips
4. Court--imposed legal obligations such as subpoenas or jury duty
5. Military obligations
6. Serious weather conditions
7. Religious observances.
8. Participation in varsity athletic competitions or university musical events.

See the interfaith calendar website (www.interfaithcalendar.org) for an updated calendar of holidays and primary holy days of the various religions. Faculty members are expected to be sensitive to the different religious traditions represented in the LSU community, and to assist students in making up examinations or other assigned work that may be missed due to absences required by religious observances.

The student is responsible for providing reasonable advance notification and appropriate documentation of the reason for the absence. Should the instructor and student disagree over the validity of a reason for an absence, the student has the right to appeal the instructor's decision according to the general appeal procedure in PS-48.

LSU Diversity Statement

Diversity is fundamental to LSU's mission and the University is committed to creating and maintaining a living and learning environment that embraces individual difference. Cultural inclusion is of highest priority.

LSU recognizes that achieving national prominence depends on the human spirit, participation, and dedicated work of the entire University community. Flagship: 2020 will be realized by bringing together diverse ideas, perspectives, skills, and talents of the nation's pre-eminent scholars, brightest students, and leading higher education professionals.

Through its Commitment to Community, LSU strives to create an inclusive, respectful, intellectually challenging climate that embraces individual difference in race, ethnicity, national origin, gender, sexual orientation, gender identity/expression, age, spirituality, socio-economic status, disability, family status, experiences, opinions, and ideas.

LSU proactively cultivates and sustains a campus environment that values open dialogue, cooperation, shared responsibility, mutual respect, and cultural competence—the driving forces that enrich and enhance cutting edge research, first-rate teaching, and engaging community outreach activities.

Academic Honesty

You are expected to understand and abide by the University's policy for academic honesty. I will report any suspicion of breaking the University's honor code (plagiarizing, cheating, or fraudulently using another's ideas/work) to the Dean of Students. Therefore, please use proper academic attribution for thoughts and ideas. All of the work you turn in for this class should be original work. Should you choose to include content from previously written papers, you must cite the material properly. If you have questions about how to do this, please ask.

Academic Misconduct (from pages 18--20 of the Code of Student Conduct)

High standards of academic integrity are crucial for the University to fulfill its educational mission. To uphold these standards, procedures have been established to address academic misconduct.

As a guiding principle, the University expects Students to model the principles outlined in the University Commitment to Community, especially as it pertains to accepting responsibility for their actions and holding themselves and others to the highest standards of performance in an academic environment. For example, LSU students are responsible for submitting work for evaluation that reflects their individual performance and should not assume any assignment given by any professor is a "group" effort or work unless specifically noted on the assignment. In all other cases, students must assume the work is to be done independently. If the student has a question regarding the instructor's expectations for individual assignments, projects, tests, or other items submitted for a grade, it is the student's

responsibility to seek clarification.

Any Student found to have committed or to have attempted to commit Academic Misconduct is subject to the disciplinary sanctions set forth in Section 9.0.

B. An instructor may not assign a disciplinary grade, such as an "F" or zero on an assignment, test, examination, or course as a sanction for admitted or suspected Academic Misconduct in lieu of formally charging the student with Academic Misconduct under the provisions of this Code. All grades assigned as a result of accountability action must be approved by the Dean of Students or designee.

C. To protect the University's educational purposes and the University community, a Student may be formally charged with a violation of this Code and be subject to the sanctions herein for the following acts or omissions:

1. Assisting with copying - Allowing another Student to copy from a test paper or assignment;
2. Collaboration - Unauthorized interaction during a quiz/test, take home exam, or any other assignment with any other person by giving, receiving, or otherwise sharing information without prior approval of the instructor;
3. Collusion - Speaking to another person in a testing environment without the consent of the person proctoring the exam/test/quiz/assignment;
4. Copying - Copying from another student's test paper or assignment;
5. False pretenses - Failing to

thoroughly follow requirements related to the preparation and presentation of work, including group projects, submitted for credit in a manner that results in submitting as one's own the work of another or misleading an instructor as to:

a. The condition under which the work was prepared

b. Falsifying or fabricating an excuse or documentation in order to avoid or delay timely submission of academic work or delay the taking of a test or examination; 10

6. Plagiarism - Plagiarism is defined as the lack of citation or the unacknowledged inclusion of someone else's words, structure, ideas, or data. When a Student submits work as his/her own that includes the words, structure, ideas, or data of others, the source of this information must be acknowledged through complete, accurate, and specific references, and, if verbatim statements are included, through quotation marks as well. Failure to identify any source (including interviews, surveys, etc.), published in any medium (including on the internet) or unpublished, from which words, structure, ideas, or data have been taken, constitutes plagiarism;

Plagiarism also includes:

6a. Falsifying or fabricating any information or citation in any academic exercise, work, speech, thesis, dissertation, test, or examination.

6b. Submission of essentially the same written assignment for two courses without the prior permission of the instructors;

7. Providing unauthorized work -

Academic Honesty Continued

Unauthorized supplying to another student for use in fulfilling academic requirements any theme, report, term paper, essay, computer program code, technological messages, programs, other written work, painting, drawing, sculpture, or other scholastic artwork;

8. Substitution - Substituting for another student, or permitting any other person to substitute for oneself, to take a test/quiz/in class assignment;

9. Unauthorized access to test - Stealing, supplying, bribing, buying, copying, photocopying, seeing, or otherwise obtaining through unauthorized access, all or part, of a test/quiz;

10. Unauthorized entry - Unauthorized entry into a building or office for the purpose of changing a grade in a grade book/computer, a test paper, or other work for which a grade is given;

11. Unauthorized Grade change - Changing, altering, or being an accessory to changing and/or altering a grade in a grade book/computer, on a test paper, on other work for which a grade is

given, on a "drop slip," or on any other academic record of the University including changing a grade on a test/quiz/assignment;

12. Unauthorized materials - Using unauthorized materials or technological devices during a quiz/test or on any assignment/project submitted for a grade. This non-authorized use will include the course textbook or other materials, such as a notebook normally brought to a class meeting, but not authorized for use during a quiz/test by the person giving the quiz/test. Having any forbidden and unauthorized material open and in sight of the student taking the test/quiz during a test/quiz will be considered the utilization of the material;

13. Unauthorized submission of original work - Submitting as one's own, in fulfillment of academic requirements, any work such as, but not limited to, a theme, report, term paper, essay, computer program code, other written work, painting, drawing, sculpture, or other scholastic art work prepared totally or in part by another;

14. Violating any applicable professional code of ethics or conduct while enrolled in a course of study designed to qualify the Student for certification in a profession or while in the course or scope or any required practicum or clinical experience;

15. Attempting to commit, or assisting someone in the commission or attempted commission of an offense listed above.

D. No Student may drop a course to avoid the academic impact of an academic misconduct sanction. All Students who drop the course under such circumstances will be re-enrolled in the class and then given the appropriate grade post sanction.

E. Other Academic Misconduct - Academic units and members of the faculty may prescribe and give Students prior written notice of additional standards of conduct for academic integrity in a particular course or setting. A violation of such a standard will be considered Academic Misconduct.

Class Cancellation

If class is cancelled for any reason (e.g., inclement weather, professor illness) you will be notified via email. Make sure to get into the habit of checking your LSU email accounts before coming to class.

Students with Disabilities

If you have a documented disability that may require academic adjustments or accommodation, please speak with me and contact the Office of Disability Services as soon as possible. The office is located in 112 Johnston Hall and the telephone number is 225-578-5919.

Academic Freedom Statement

Some of the material dealt with in this class may be perceived of as controversial/offensive to some students. While students are encouraged to respond to the material and to freely offer their opinions, if any student becomes uncomfortable with any of the topics or finds any of the material questionable, that student is urged to contact the professor about alternative assignments.

Digital Communication "Netiquette"

Our differences add richness to our learning experience. Please consider that sarcasm and humor can be misconstrued in digital interactions and generate unintended disruptions. Working as a community of learners, we can build a polite and respectful course ambience.

It is very hard to judge the "tone" of digital

interactions. That said, I encourage all of you to interact with one another with respect, tact and appreciation when using social media, text messages and email.

These are your colleagues. Every one of us will make mistakes throughout this course, but we should be professional enough to deal with one another with consideration, poise and class.

Professionalism points will be reduced if you do not show respect to your classmates or professor in any and all course interactions. Your professor and fellow students wish to foster a safe learning environment. All opinions and experiences, no matter how different or



controversial they may be perceived, must be respected in the tolerant spirit of academic discourse.

You are encouraged to comment, question, or critique an *idea* - but you are not to attack an *individual*. Personal attacks of any kind will not be tolerated and will result in an "F" and/or dismissal from the course. What constitutes a personal attack is solely up to the discretion of the professor.

PRSSA Code of Ethics/Conduct & PRSA Code of Ethics
 All students in this course must adhere to the PRSSA Code of Ethics and Conduct as well as the PRSA Code of Ethics. Failure to do so represents Academic Misconduct as noted in item E above (see Moodle).

American Association for Public Opinion Research Code of Conduct
 All students in this course must adhere to the AAPOR Code of Professional Ethics and Practices. Failure to do so represents Academic Misconduct as noted in item E above (see Moodle).

Communication Intensive Class Requirements

This is a certified Communication-Intensive (C-I) course which meets all of the requirements set forth by LSU's Communication across the Curriculum program, including:

- instruction and assignments emphasizing informal and formal written communication and technological communication;
- teaching of discipline-specific communication techniques;
- use of draft-feedback-revision process for learning;
- practice of ethical and professional work standards;
- 40% of the course grade rooted in

- communication-based work; and
- a student/faculty ratio no greater than 35:1.

For every hour spent in class, there is an expectation that students will spend ***at least*** two hours working outside of class.

Students interested in pursuing the LSU Distinguished Communicators certification may use this C-I course for credit. For more information about this student recognition program, visit www.cxc.lsu.edu.



Faculty Senate Courses and Curricula Committee

September 24, 2014

From: Lawrence Rouse, Chair, Courses and Curricula Committee

At their September 23, 2014 meeting, the Faculty Senate Courses and Curriculum Committee took the following action regarding the MC proposals:

- The committee conditionally approved the proposal to add MC 3001: Public Relations Writing & Applications pending the clarification of what exactly entails the service learning component for this specific course? Also, explain what the media kit for the client is in detail. Remember to also take out the graduate credit section of the syllabus as this is no longer a graduate course. Please add the out of class expectations. This tells the student how much time is expected outside of class spent on the course.
- The committee conditionally approved the proposal to add MC 4020: Public Relations Research pending the deletion of the section that pertains to classmates communicating about grades. This statement can lead to potential conflict among the students and instructor. Also, add the out of class expectations for the course. This tells the student how much time is expected outside of class spent on the course.

Please submit the requested documentation to Anna Castrillo in the Office of the University Registrar at 112 Thomas Boyd Hall or by email at acastr1@lsu.edu.

If you have any questions regarding the request, please feel free to contact me at lrouse@lsu.edu.

Request for **CHANGING** an Existing Course

FORM C ADMINISTRATIVE USE ONLY			
<input checked="" type="checkbox"/> SACM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> UPRE
<input type="checkbox"/> AREL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> HST
<input type="checkbox"/> DST	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> ESP
<input type="checkbox"/> CAT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective: <u>2/2/2015</u>			

Department	Mechanical & Industrial	College	Engineering
Course Rubric & Number	ME 2733	Date	9/25/2014

PRESENT COURSE DESCRIPTION						
Title	Materials of Engineering					
Semester Hours of Credit	3					
If combination course type, # hrs. of credit for	Lecture: <input checked="" type="checkbox"/>	Lab/Sem/Rec: _____				
Repeat Credit Max. (if repeatable):	_____					
Graduate Credit?	Yes _____	No <input checked="" type="checkbox"/>	_____			
Credit will not be given for this course and:	ME 2723					
Contact Hours Per Week: (Indicate hours in appropriate course type.)						
Lecture	Lab	Seminar	Recitation	Res/Ind	Clin/Pract	
3						
Total Weekly Contact Hours:	_____					
Grading System:	Letter Grade <input checked="" type="checkbox"/>		Pass/Fail _____			
Course Description: (Include course number, title, etc. exactly as it appears in the <i>General Catalog</i>)						
ME 2733 Materials of Engineering (3) Prereq.: CHEM 1201 and credit or registration in PHYS 2113 . Not open to Mechanical Engineering majors. Credit will not be given for both ME 2723 and ME 2733. Classification and study of engineering materials, their structure, properties and behavior; typical metals and alloys, plastics and rubber and ceramic materials; phase equilibria and manipulation of properties and behavior by adjustment of composition and processing variables; responses of engineering materials to stress and environmental variables.						

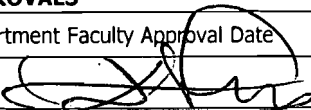
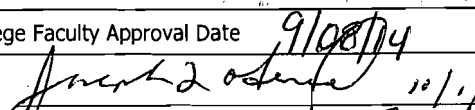

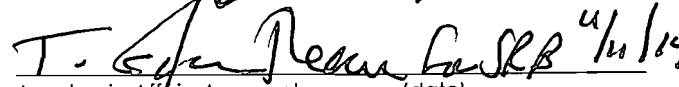
PROPOSED COURSE DESCRIPTION						
Title	Materials of Engineering					
Short Title	M	A	T	E	R	I
	A	L	S	O	F	E
	N	G	R			
Semester Hours of Credit	3					
If combination course type, # hrs. of credit for	Lecture: <input checked="" type="checkbox"/>	Lab/Sem/Rec: _____				
Repeat Credit Max. (if repeatable):	_____					
Graduate Credit?	_____Y es	<input checked="" type="checkbox"/> No	_____			
Credit will not be given for this course and:	ME 2723					
Contact Hours Per Week: (Indicate hours in appropriate course type.)						
Lecture	Lab	Seminar	Recitation	Res/Ind	Clin/Pract	
3						
Total Weekly Contact Hours:	_____					
Grading System:	Letter Grade <input checked="" type="checkbox"/>		Pass/Fail _____			
Course Description: (Include course number, title, etc. exactly as it appears in the <i>General Catalog</i>)						
ME 2733 Materials of Engineering (3) Prereq.: CHEM 1201 and credit or registration in PHYS 2112 or 2113 . Not open to Mechanical Engineering majors. Credit will not be given for both ME 2723 and ME 2733. Classification and study of engineering materials, their structure, properties and behavior; typical metals and alloys, plastics and rubber and ceramic materials; phase equilibria and manipulation of properties and behavior by adjustment of composition and processing variables; responses of engineering materials to stress and environmental variables.						

THESE QUESTIONS MUST BE ANSWERED COMPLETELY AND ACCURATELY OR PROPOSAL WILL BE RETURNED:

Has this change been discussed with and approved by all departments/colleges affected? Yes _____ No N/A
 Is this course included in any curricula, concentrations, or minors? Yes No _____ If yes, please list on a separate sheet.
 Is this course a prerequisite or corequisite for other courses? Yes No _____ If yes, list courses; use separate sheet.
 Is this course on the General Education list? Yes _____ No

JUSTIFICATION/EXPLANATION: Use separate sheet.

Note: IF COURSE IS OR WILL BE CROSS-LISTED, SEPARATE FORMS MUST BE SUBMITTED BY EACH DEPARTMENT.

APPROVALS			
Department Faculty Approval Date	9/26/2014	College Faculty Approval Date	9/8/14
Department Chair Signature	 (date) 9/30/14	College Dean Signature	 (date) 10/1/2014
Graduate Dean Signature	(date)	Chair, FS C&C Committee	 (date) 10/21/14
College Contact	Jack Helms jhelms1@lsu.edu (E-mail)	Academic Affairs Approval	 (date) 10/1/14

JUSTIFICATION

When Physics revised the sequence of physics for engineering students ME chose to take PHYS 2113 for their second physics course and this is reflected in the prerequisites for ME 2733. However, ME 2733 is a required course for the BSIE degree. And IE chose PHYS 2112 for their second physics. The proposed change will allow IE students to register for ME 2733. ME 2733 is also a required course for ChE students so the prerequisite will be changed to "PHYS 2112 or 2113". This will allow any engineering student to register for ME 2733.

This proposed change will have no effect on Physics as it only modifies the prerequisite to reflect current degree requirements for IE and ChE students.

This course is required for the BSIE and BSChE degrees.

This course is a prerequisite for ME 3701 Materials of Engineering Laboratory, ME 4723 Advanced Materials Analysis, ME 4733, Deformation and Fracture of Engineering Materials, ME 4743 Kinetics in Materials Processes, ME 4763 Fundamentals of Corrosion Science and Engineering, ME 4783 Composite Materials: Manufacturing, Properties and Design, ME 7743 Defects, Diffusion and Transformations in Solids, ME 7753 Thermodynamics of Solid Materials

This course is required for the Materials Science and Engineering Minor.

ME 2733- Materials of Engineering; Fall 2014

Syllabus and Time Table

- Instructor: Prof. **Fengyuan Lu**
Office: 2518 Patrick F. Taylor Hall
E-mail: luf@lsu.edu
Office hour: Thu 2:30pm - 4:00pm
- Teaching Assistants: **Emily Brown** (emily.brown-4@selu.edu)
Office hours: Th, 10 am – 12 pm (1244 Patrick F. Taylor Hall)
- Mohammad Beheshti** (mbehes1@tigers.lsu.edu)
Office hours: Wed, Fri, 12 – 1 pm (2201-5 Patrick F. Taylor Hall)
- Objectives: This course lays the foundation for the understanding, based on physical principles, of the fundamentals of materials properties. A great emphasis is put on the understanding of the correlation between material properties and their composition and microstructure. The main objectives of the course are:
- i. Introductory exposé to engineering materials and their applications.
 - ii. Apply basic principles of physics, mathematics, and chemistry to develop an understanding of the general characteristics of different classes of materials.
- Classroom rules: No cellphone/computer use. No food. Drink is OK. No talking except during group discussions. No hat in exams.
- Lecture Meetings: T, Th 12:00 – 1:20pm, 2142 Patrick F. Taylor Hall
- Homework: There will be 10 individual assignments throughout the semester. Most of the homework will be assigned on Thursdays and will be due the next Thursday. Each homework assignment will be graded on a 2 point scale: on-time & completely correct (2 points); on-time & complete, $\geq 50\%$ problems are completely correct (1.5 point); on-time but incomplete/incorrect/sloppy (≤ 1 point); and 0 credit otherwise.
- Examinations: One midterm examination, two quizzes, and a final examination (see course outline for schedule). Quizzes are open book, open notes. Midterm and final examinations will be in class and closed book/closed notes. A one-page formula sheet (not to exceed A4 paper) is allowed in midterm and final examinations.
- Grading Basis:
- | | |
|-----------------|-----|
| Homework | 20% |
| Quizzes (2×10%) | 20% |
| Midterm | 25% |
| Final | 35% |
- Grading Policy: $>90\%$ - A; $80-89\%$ - B; $65-79\%$ - C; $50-64\%$ - D; $<50\%$ - F.
Attendance is mandatory; only 2 absences are allowed. After that, 2 % points will be deducted from the final grade for every absence.

ME 2733- Materials of Engineering; Fall 2014

Textbook: William D. Callister, Jr., David R. Rethwisch, *Materials Science and Engineering An Introduction*, John Wiley & Sons, 9th Edition, 2013. ISBN: 978-1118324578

Reading Material: A. Raman, *Introduction to Topics in Materials Science and Engineering*, VR Corporation International, 2013. ISBN: 978-1631735578A.

Student Responsibility: It is expected that the student has read the assigned chapters or pages prior to class for the background necessary to properly participate in the discussions and think critically about the concepts addressed. As a general policy, for each hour you are in class, the student should expect to spend at least two hours preparing for the next class. Since this class is for three credit hours, you should expect to spend around six hours outside of class each week reading or solving problems.

Course Outline & Reading Assignments

<u>Lecture Topic</u>	<u>Chapter</u>
1. Introduction (1 lecture)	1
2. Atomic Structure and Interatomic Bonding (2 lectures)	2
3. The Structure of Crystalline Solids (2 lectures)	3
4. Imperfections in Solids (2 lectures)	4
Quiz #1 (Thursday, Sep 18th)	
5. Diffusion (2 lectures)	5
6. Mechanical Properties of Metals (2 lectures)	6
7. Dislocations and Strengthening Mechanisms (2 lectures)	7
Midterm Exam (Thursday, Oct 16th)	
8. Failure (1 lecture)	8
9. Phase Diagrams (2 lectures)	9
10. Phase Transformations (2 lectures)	10
11. Applications and Processing of Metal Alloys (1 lectures)	11
Quiz #2 (Tuesday, Nov 11th)	
12. Ceramics (1 lecture)	12-13
13. Polymers (0.5 lecture)	14
14. Composites (0.5 lecture)	16

- | | |
|---|-------|
| 15. Electrical Properties: Semiconductors (2 lectures) | 18 |
| 16. Thermal, Magnetic and Optical Properties (1 lectures) | 19-21 |

Review (1 lecture)

FINAL EXAMINATION: Wednesday, Dec 10th, 2014; 12:30 – 2:30 pm

[ABET category content as estimated by faculty member who prepared this course description:
Engineering Science: 3 credit hours or 100%.]

Request for **CHANGING** an Existing Course

FORM C ADMINISTRATIVE USE ONLY			
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<input checked="" type="checkbox"/>	UREL	<input type="checkbox"/>	INST
<input type="checkbox"/>	OST	<input type="checkbox"/>	ESP
<input type="checkbox"/>	CAT	<input type="checkbox"/>	
Effective:			5/2016

Department		College	Mass Communication
Course Rubric & Number	MC 4002	Date	9 - 15 - 14

PRESENT COURSE DESCRIPTION					
Title	Strategic Social Media				
Semester Hours of Credit	3				
If combination course type, # hrs. of credit for	Lecture: 3	Lab/Sem/Rec: _____			
Repeat Credit Max. (if repeatable):					
Graduate Credit?	Yes _____	No <u>X</u>			
Credit will not be given for this course and:					
Contact Hours Per Week: (Indicate hours in appropriate course type.)					
Lecture	Lab	Seminar	Recitation	Res/Ind	Clin/Pract
3					
Total Weekly Contact Hours:					
Grading System:	Letter Grade <u>X</u>		Pass/Fail _____		
Course Description: <i>(Include course number, title, etc. exactly as it appears in the General Catalog)</i>					
<p>MC 4002 Strategic Social Media (3) Prereq.: MC 2035, MC 3010, MC 3020. Majors only. Exploration of strategic communication cases that use both traditional and emerging media; emphasis on ethical and practical use of social media tools to complement or supplement traditional communication strategies and tactics.</p>					

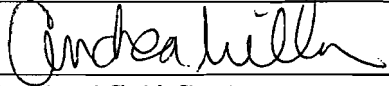
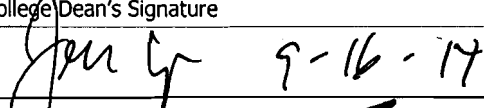
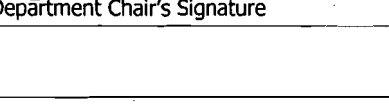
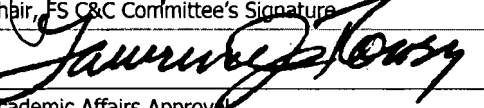
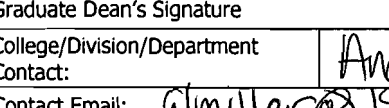
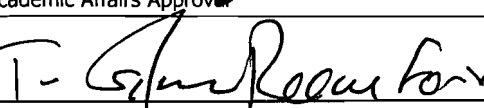

PROPOSED COURSE DESCRIPTION															
Title	Strategies for Public Relations and Social Media														
Short Title	P	R	A	N	D	S	M	S	T	R	A	T	E	G	Y
If combination course type, # hrs. of credit for															
Lecture: 3 _____ Lab/Sem/Rec: _____															
Repeat Credit Max. (if repeatable):															
Graduate Credit? _____ Y _____ es NoX															
Credit will not be given for this course and:															
Contact Hours Per Week: (Indicate hours in appropriate course type.)															
Lecture	Lab	Seminar	Recitation	Res/Ind	Clin/Pract										
3															
Total Weekly Contact Hours:															
Grading System: Letter Grade <u>X</u> Pass/Fail _____															
Course Description: <i>(Include course number, title, etc. exactly as it appears in the General Catalog)</i>															
<p>MC 4002 Strategies for Public Relations and Social Media (3) Prereq.: MC 2035, MC 3010. Majors only. Exploration of strategic communication cases that use both traditional and emerging media; emphasis on ethical and practical use of social media tools to complement or supplement traditional communication strategies and tactics.</p>															

THESE QUESTIONS MUST BE ANSWERED COMPLETELY AND ACCURATELY OR PROPOSAL WILL BE RETURNED!

Has this change been discussed with and approved by all departments/colleges affected? Yes X No _____ N/A _____
 Is this course included in any curricula, concentrations, or minors? Yes X No _____ If yes, please list on a separate sheet.
 Is this course a prerequisite or corequisite for other courses? Yes X No _____ If yes, list courses; use separate sheet.
 Is this course on the General Education list? Yes _____ No X

JUSTIFICATION/EXPLANATION: Use separate sheet.

Note: IF COURSE IS OR WILL BE CROSS-LISTED, SEPARATE FORMS MUST BE SUBMITTED BY EACH DEPARTMENT.

APPROVALS			
Department Faculty Approval Date		College Faculty Approval Date	
 9-16-14		 9-5-14	
Department Chair's Signature		College Dean's Signature	
			
Graduate Dean's Signature		Chair, FS C&C Committee's Signature	
			
College/Division/Department Contact:		Academic Affairs Approval	
Andrea Miller			
Contact Email: amiller@su.edu		Date: 9/23/14	

T - Jim G Room for MB 11/14

MC 4002 Justification for name change from:

Strategic Social Media to Strategies for Public Relations and Social Media

This class is part of our new curriculum in public relations that launched in fall 2013. It became clear from the beginning that the students were not reading the course description, but only the course title. The students in their teaching evaluations complained consistently and loudly that the class was not solely about social media, how to use the different platforms, etc.

The course description clearly explains that the class is a strategies class for PR with cases that use **both** traditional and emerging media. The new name will coincide with the purpose and description of the class and will prevent students from misunderstanding the objective and focus of the course.

Besides the name change, we are dropping the MC 3020 prerequisite because we are also submitting paperwork to change MC 3020 to a 4-thousand level class that will come after 4002.

MC 4001 is part of the Public Relations concentration in the bachelor of arts in mass communication. It is a prerequisite for MC 4005 Public Relations Campaigns and will remain so.



Faculty Senate Courses and Curricula Committee

September 24, 2014

From: Lawrence Rouse, Chair, Courses and Curricula Committee

At their September 23, 2014 meeting, the Faculty Senate Courses and Curriculum Committee took the following action regarding the MC proposals:

- The committee conditionally approved the proposal to add MC 3001: Public Relations Writing & Applications pending the clarification of what exactly entails the service learning component for this specific course? Also, explain what the media kit for the client is in detail. Remember to also take out the graduate credit section of the syllabus as this is no longer a graduate course. Please add the out of class expectations. This tells the student how much time is expected outside of class spent on the course.
- The committee conditionally approved the proposal to add MC 4020: Public Relations Research pending the deletion of the section that pertains to classmates communicating about grades. This statement can lead to potential conflict among the students and instructor. Also, add the out of class expectations for the course. This tells the student how much time is expected outside of class spent on the course.

Please submit the requested documentation to Anna Castrillo in the Office of the University Registrar at 112 Thomas Boyd Hall or by email at acastr1@lsu.edu.

If you have any questions regarding the request, please feel free to contact me at lrouse@lsu.edu.

Request for **CHANGING** an Existing Course

FORM C ADMINISTRATIVE USE ONLY			
ACM		URR	
UREL		HST	
EXT		ESP	
CAT			
Effective:			5/2016

Department		College	Mass Communication
Course Rubric & Number	MC 2000	Date	9/15/14

PRESENT COURSE DESCRIPTION					
Title	Introduction to Mass Media				
Semester Hours of Credit	3				
If combination course type, # hrs. of credit for	Lecture: 3	Lab/Sem/Rec: _____			
Repeat Credit Max. (if repeatable):					
Graduate Credit?	Yes _____	No <input checked="" type="checkbox"/>			
Credit will not be given for this course and: MC 2001					
Contact Hours Per Week: (Indicate hours in appropriate course type.)					
Lecture	Lab	Seminar	Recitation	Res/Ind	Clin/Pract
3					
Total Weekly Contact Hours:	3				
Grading System:	Letter Grade <input checked="" type="checkbox"/>		Pass/Fail _____		
Course Description: <i>(Include course number, title, etc. exactly as it appears in the General Catalog)</i>					
<p>MC 2000 Introduction to Mass Media (3) Credit will not be given for this course and MC 2001. The role of media in a free society with a focus on public affairs. Examines how journalism and persuasive communication (advertising and public relations) affect political and economic democracy.</p>					

PROPOSED COURSE DESCRIPTION					
Title	Introduction to Mass Media				
Short Title	I N T R O D U C T I O N T O M A S S M E D I A				
Semester Hours of Credit	3				
If combination course type, # hrs. of credit for	Lecture: _____	Lab/Sem/Rec: _____			
Repeat Credit Max. (if repeatable):					
Graduate Credit?	Yes _____	No <input checked="" type="checkbox"/>			
Credit will not be given for this course and: MC 2001					
Contact Hours Per Week: (Indicate hours in appropriate course type.)					
Lecture	Lab	Seminar	Recitation	Res/Ind	Clin/Pract
3					
Total Weekly Contact Hours:	3				
Grading System:	Letter Grade <input checked="" type="checkbox"/>		Pass/Fail _____		
Course Description: <i>(Include course number, title, etc. exactly as it appears in the General Catalog)</i>					
<p>MC 2000 Introduction to Mass Media (3) Credit will not be given for this course and MC 2001. The mass communication process within society; development, structure, function and cultural impact of mass communication. Develops media literacy and examines media professions.</p>					

THESE QUESTIONS MUST BE ANSWERED COMPLETELY AND ACCURATELY OR PROPOSAL WILL BE RETURNED:

Has this change been discussed with and approved by all departments/colleges affected? Yes No _____ N/A _____
 Is this course included in any curricula, concentrations, or minors? Yes No _____ If yes, please list on a separate sheet.
 Is this course a prerequisite or corequisite for other courses? Yes _____ No If yes, list courses; use separate sheet.
 Is this course on the General Education list? Yes No _____

JUSTIFICATION/EXPLANATION: Use separate sheet.

Note: IF COURSE IS OR WILL BE CROSS-LISTED, SEPARATE FORMS MUST BE SUBMITTED BY EACH DEPARTMENT.

APPROVALS			
Department Faculty Approval Date	5-9-14	College Faculty Approval Date	5-9-14
<i>Andrea Miller</i>	9-16-14		
Department Chair's Signature	Date	College Dean's Signature	Date
		<i>[Signature]</i>	9-16
Graduate Dean's Signature	Date	Chair, FS C&C Committee's Signature	Date
		<i>[Signature]</i>	9/23/14
College/Division/Department Contact:	Andrea Miller	Academic Affairs Approval	Date
Contact Email:	amiller@tsu.edu		

[Signature] 11/1/14

MC 2000 is a required course in the Mass Communication degree program. It is also located in the Mass Communication minor.

MC 2000 Introduction to Mass Communication

Catalogue Course Description Change – Justification

In 2014, MC 2000 Introduction to Mass Communication underwent General Education Renewal. In the renewal description, we explained why the course belongs in the general education curriculum and in the social sciences. The course is designed to help increase media literacy by helping students understand the media institutions' roles in society and culture (past and present), ethical principles and diversity related to mass communication and how media functions as sources of information, entertainment, social and cultural currency and persuasion. This course introduces students to how mass communication in all its forms fit into a historical, contemporary and global society while simultaneously building their skills as thinkers, communicators and citizens.

In the approved syllabus, we again discuss improved media literacy, including increased self-awareness of media messages, awareness of media power and pervasiveness in society, and ability to manage media messages as part of becoming responsible citizens of a mass mediated democracy; differentiate roles in mass media professions.

We feel the current course description does not fully explain what this course covers and only implies the media literacy element. The new course description includes this element and is a clearer and more precise description of what the class will offer students.

**INTRODUCTION TO MASS
MEDIA MC 2000 - 1
COURSE
SYLLABUS
FALL SEMESTER
2013**

Instructor: Craig M. Freeman

Hodges 249

LSUMC2000@gmail.com

Office Hours: Tuesdays 10:30-11:30; 3:00 – 4:00

Thursdays 10:30-11:30; 3:00 – 4:00 By appointment

Teaching Assistant: Lauren F. Myers

Hodges 222

Office Hours: Mondays 9:30 - 11:30, Wednesdays 1:00 – 3:00

Text: Stanley Baran, Introduction to Mass Communication, any edition.

Supplementary Material: iClicker classroom response system.

A. Overview & Course Objectives

The goal of this course is to provide a basic understanding of the study and practice of mass media. The course covers the four primary areas of mass communication offered in the Manship School (advertising, journalism, political communication and public relations). This course is for students interested in mass communication as a major or in fulfillment of a general education requirement. Through readings, lectures, multi-media presentations and guests who are industry experts, we explore the main media institutions and how they create, exhibit, and disseminate their products. The course also explores how diverse audiences and users select, use and react to media content. Special attention is paid to the audience/medium relationship, improving media literacy and a broad understanding of media ethics.

Upon completion of this course, students should be able to: understand and apply the First Amendment; place mass communication institutions, professionals and research in a historical context; identify key mass communication concepts and theories; identify ethical principles relating to mass communication, such as truth, fairness, accuracy,

diversity and competing interests; understand the media's function as sources of information, entertainment, social and culture currency and persuasion; improved media literacy, including increased self-awareness of media messages, awareness of media power and pervasiveness in society, and ability to manage media messages as part of becoming responsible citizens of a mass mediated democracy; differentiate roles in mass media professions.

As a social science general education elective this course is designed to prepare you to meet the following competency requirements: *LSU graduates will demonstrate an understanding of the informing factors of global interdependence, including economic forces, political dynamics, and cultural and linguistic difference.*

Formal catalog description: The mass communication process within society; development, structure, function, and cultural impact of mass communication.

In order to attain this goal, you should read all assignments thoroughly, and be prepared to intelligently discuss the subject matter of the reading assignments. Below is an outline of the structure of the course and a list of tentative assignments. It is important that you read the material carefully. Preparation includes reading the assigned material (textbook, handouts, etc.) and understanding the issues raised by the material.

This syllabus is subject to change at any time. Students who are absent from class on any day should check with their classmates to find out if the assignment for the next class has been altered. You are responsible for any matter assigned and any additional issues or topics covered in class.

B. Grading

Your final grade will be determined based on your performance in class and on three examinations. A more detailed analysis of the grading in this class is as follows:

Grading Scale

Grading will be determined according to the following scale:

A	100-90
B	89.99-80
C	79.99-70
D	69.99-60
F	Below 60

Final Grades

Your final grade will be determined based on the following weighted scale:

Exams 90%
Class Participation 10%

Examinations

There will be four exams over the course of the semester. The three

highest grades will be calculated in the final average. Examinations will be taken during four or five day windows at one of LSU's computer based testing centers. The exams will combine multiple choice and true/false questions. Exams will be based on material covered in lectures.

Class Participation

Because the success of this course depends upon class participation, responses to questions presented by the instructor will be computed into the final course grade. The instructor will ask at least 200 questions over the course of the semester. Responses to the questions will be tallied using the iClicker system. Each response received will be tallied as ½% of your class participation grade. While participation is encouraged throughout the semester, no student may receive more than 100 points for class participation.

You are required to purchase an iClicker remote for in-class participation.

iClicker is a response system that allows you to respond to questions posed during class, and you will be graded on that feedback and/or participation. In order to receive this credit, you will need to register your iClicker remote online within the first four weeks of class. You must have come to class at least once and voted on at least one question in order to complete this registration properly. Once you have voted on a question in my class, go to www.iclicker.com/registration. Complete the fields with your first name, last name, student ID, and remote ID. The remote ID is the series of numbers and letters found on the bottom of the back of your iClicker remote. The iClicker response system will be used every day in class, and you are responsible for bringing your remote daily.

Policy Regarding Missed Examinations

Missed examinations will be awarded a grade of zero (0). Excuses in extreme situations, like a death in the family or personal illness, will be left to the discretion of the instructor. However, excuses for missed examinations must be in the form of a written petition to the instructor, submitted immediately upon return of the student to class. Failure to submit a timely petition will result in the same grade reduction described above, regardless of the nature of the excuse submitted later by a student. In those cases where excused absences are anticipated (e.g. a university field trip, athletic trip, etc.), documentation of the excused absence must be submitted *in advance* of the anticipated absence.

The instructor reserves the right to ask for any documentation that he deems appropriate to ensure that an absence is excused, and he retains the right to create new assignments for those students eligible to make up an assignment or test.

Semester Calendar

1. Orientation
August 27

2. Introduction
August 29
September 3
Assignment: Chapter 1 & Chapter 2

3. Books
September 5, 10
Assignment: Chapter 3

4. Newspapers
September 12, 17
Assignment: Chapter 4

5. Magazines
September 19, 24
Assignment: Chapter 5

6. Examination One
September 25-27

7. Film
October 1, 3
Assignment: Chapter 6

8. Recordings and the Music Industry
October 8, 10
Assignment: Chapter 7

9. Television
October 15, 17, 22
Assignment: Chapter 8

10. Examination Two
October 23-25

11. The Internet
October 29, 31
Assignment: Chapter 10
12. Public Relations
November 5, 12 (no class November 7 – Fall Break)
Assignment: Chapter 11
13. Advertising
November 14, 19, 21
Assignment: Chapter 12
14. Examination Three
November 25-27
15. Media Theories
December 3 (no class November 28 – Thanksgiving Break)
Assignment: Chapter 13
15. Media Freedom, Regulation and Ethics
December 5
Assignment: Chapter 14
16. Examination Four
December 9-13



Faculty Senate Courses and Curricula Committee

September 24, 2014

From: Lawrence Rouse, Chair, Courses and Curricula Committee

At their September 23, 2014 meeting, the Faculty Senate Courses and Curriculum Committee took the following action regarding the MC proposals:

- The committee conditionally approved the proposal to add MC 3001: Public Relations Writing & Applications pending the clarification of what exactly entails the service learning component for this specific course? Also, explain what the media kit for the client is in detail. Remember to also take out the graduate credit section of the syllabus as this is no longer a graduate course. Please add the out of class expectations. This tells the student how much time is expected outside of class spent on the course.
- The committee conditionally approved the proposal to add MC 4020: Public Relations Research pending the deletion of the section that pertains to classmates communicating about grades. This statement can lead to potential conflict among the students and instructor. Also, add the out of class expectations for the course. This tells the student how much time is expected outside of class spent on the course.

Please submit the requested documentation to Anna Castrillo in the Office of the University Registrar at 112 Thomas Boyd Hall or by email at acastr1@lsu.edu.

If you have any questions regarding the request, please feel free to contact me at lrouse@lsu.edu.

Request for **CHANGING** an Existing Course

FORM C ADMINISTRATIVE USE ONLY			
PREP	PRE	PRE	PRE
REL	REL	REL	REL
DIS	DIS	DIS	DIS
CAT	CAT	CAT	CAT
Effective: <u>15/2016</u>			

Department		College	Mass Communication
Course Rubric & Number	MC 4005	Date	9 - 15 - 14

PRESENT COURSE DESCRIPTION						
Title	Public Relations Campaigns					
Semester Hours of Credit	3					
If combination course type, # hrs. of credit for	Lecture: <u>2</u>	Lab/Sem/Rec: <u>1</u>				
Repeat Credit Max. (if repeatable):						
Graduate Credit?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>				
Credit will not be given for this course and:						
Contact Hours Per Week: (Indicate hours in appropriate course type.)						
Lecture	Lab	Seminar	Recitation	Res/Ind	Clin/Pract	
<u>2</u>	<u>2</u>					
Total Weekly Contact Hours:						
Grading System:	Letter Grade <u>X</u>		Pass/Fail _____			
Course Description:	(Include course number, title, etc. exactly as it appears in the <i>General Catalog</i>)					
<p>MC 4005 Public Relations Campaigns (3) Prereq.: MC 3020, MC 4001, MC 4002. Majors only. 2 hrs. lecture; 2 hrs. lab. Developing and implementing public relations communication campaigns; hands-on experience designing and producing print and audio-visual materials for campaigns; emphasis on use of planning and evaluation techniques.</p>						

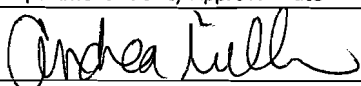
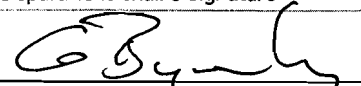
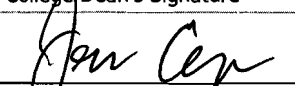
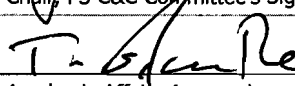
PROPOSED COURSE DESCRIPTION												
Title	Public Relations Campaigns											
Short Title	P	R	C	A	M	P	A	I	G	N	S	
Semester Hours of Credit	3											
If combination course type, # hrs. of credit for	Lecture: <u>2</u>	Lab/Sem/Rec: <u>1</u>										
Repeat Credit Max. (if repeatable):												
Graduate Credit?	<input checked="" type="checkbox"/> Yes	No <input type="checkbox"/>										
Credit will not be given for this course and:												
Contact Hours Per Week: (Indicate hours in appropriate course type.)												
Lecture	Lab	Seminar	Recitation	Res/Ind	Clin/Pract							
<u>2</u>	<u>2</u>											
Total Weekly Contact Hours:												
Grading System:	Letter Grade <u>X</u>		Pass/Fail _____									
Course Description:	(Include course number, title, etc. exactly as it appears in the <i>General Catalog</i>)											
<p>MC 4005 Public Relations Campaigns (3) Prereq.: MC 3001, MC 4020, MC 4002. Majors only. 2 hrs. lecture; 2 hrs. lab. Developing and implementing public relations communication campaigns; hands-on experience designing and producing print and audio-visual materials for campaigns; emphasis on use of planning and evaluation techniques.</p>												

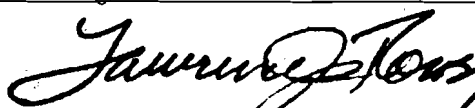
THESE QUESTIONS MUST BE ANSWERED COMPLETELY AND ACCURATELY OR PROPOSAL WILL BE RETURNED:

Has this change been discussed with and approved by all departments/colleges affected? Yes No _____ N/A _____
 Is this course included in any curricula, concentrations, or minors? Yes No _____ If yes, please list on a separate sheet.
 Is this course a prerequisite or corequisite for other courses? Yes _____ No If yes, list courses; use separate sheet.
 Is this course on the General Education list? Yes _____ No

JUSTIFICATION/EXPLANATION: Use separate sheet.

Note: IF COURSE IS OR WILL BE CROSS-LISTED, SEPARATE FORMS MUST BE SUBMITTED BY EACH DEPARTMENT.

APPROVALS			
Department Faculty Approval Date		College Faculty Approval Date	<u>5-9-14</u>
	<u>9-16-14</u>		
Department Chair's Signature	Date	College Dean's Signature	Date
			<u>9-16-14</u>
Graduate Dean's Signature	Date	Chair, FS C&C Committee's Signature	Date
College/Division/Department Contact:	<u>Andrea Miller</u>		<u>10/20/14</u>
Contact Email:	<u>amiller@isu.edu</u>	Academic Affairs Approval	Date

 9/23/14

Justification for CHANGING a course

MC 4005 Public Relations Campaigns

The only changes to this course are the prerequisites. MC 4001 is becoming MC 3001 and MC 3020 is becoming MC 4020. Both classes remain prereqs, but just have different numbers.



Faculty Senate Courses and Curricula Committee

September 24, 2014

From: Lawrence Rouse, Chair, Courses and Curricula Committee

At their September 23, 2014 meeting, the Faculty Senate Courses and Curriculum Committee took the following action regarding the MC proposals:

- The committee conditionally approved the proposal to add MC 3001: Public Relations Writing & Applications pending the clarification of what exactly entails the service learning component for this specific course? Also, explain what the media kit for the client is in detail. Remember to also take out the graduate credit section of the syllabus as this is no longer a graduate course. Please add the out of class expectations. This tells the student how much time is expected outside of class spent on the course.
- The committee conditionally approved the proposal to add MC 4020: Public Relations Research pending the deletion of the section that pertains to classmates communicating about grades. This statement can lead to potential conflict among the students and instructor. Also, add the out of class expectations for the course. This tells the student how much time is expected outside of class spent on the course.

Please submit the requested documentation to Anna Castrillo in the Office of the University Registrar at 112 Thomas Boyd Hall or by email at acastr1@lsu.edu.

If you have any questions regarding the request, please feel free to contact me at lrouse@lsu.edu.

REQUEST FOR **DROPPING** A COURSE

FORM B ADMINISTRATIVE USE ONLY			
<input checked="" type="checkbox"/> REG	<input type="checkbox"/> PRE	<input type="checkbox"/> PRE	<input type="checkbox"/> PRE
<input checked="" type="checkbox"/> VREL	<input type="checkbox"/> VREL	<input type="checkbox"/> VREL	<input type="checkbox"/> VREL
<input type="checkbox"/> DIST	<input type="checkbox"/> DIST	<input type="checkbox"/> DIST	<input type="checkbox"/> DIST
<input type="checkbox"/> CAT	<input type="checkbox"/> CAT	<input type="checkbox"/> CAT	<input type="checkbox"/> CAT
Effective: 5/20/15			

Department		College	Mass Communication
Date	9 - 15 - 14		

COURSE DESCRIPTION

Rubric & No.	MC 4001	Title	Public Relations Writing & Applications
Semester Hours of Credit	3		

NOTE: Affected departments must be notified in writing and with adequate time allowed for written response(s). Responses must be included with this form.

Has this drop been discussed with and approved by all departments/colleges affected? Yes No N/A

This course is presently **included** or **referenced** in the following **curriculum, minor, concentration, area of specialization, or catalog chapter:**

(If additional space is needed, please attach a separate piece of paper.)

Mass Communication BA, Public Relations concentration

Is this course a prerequisite or corequisite for any other courses? (If answer to above is "yes", please list courses by rubric and course number. (If additional space is needed, please attach a separate piece of paper.)

Yes

No

Rubric <u>MC</u> Course # <u>4005</u>	Rubric _____ Course # _____	Rubric _____ Course # _____	Rubric _____ Course # _____
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Is this course on the general education list? If yes, attach approval of drop from General Education Committee

Yes

No

REASON FOR REQUEST TO DROP COURSE:

This course is being dropped so we can add the same course back to the curriculum, but at a 3-thousand level. The faculty wants this course offered sooner in the PR concentration and taken sooner after they have had MC 2010 Media Writing. This is a PR foundational writing course that will serve the students in later classes, so the faculty wants students to take it sooner.

APPROVALS

Department Faculty Approval Date		College Faculty Approval Date	5-9-14
<i>Andrea Miller</i>	9-16-14		
Department Chair's Signature	Date	College Dean's Signature	Date
		<i>Per [Signature]</i>	5-16-14
Graduate Dean's Signature	Date	Chair, FS C&C Committee's Signature	Date
		<i>Jennifer Stoney</i>	9/23/14
College/Division/Department Contact: (please print)		Academic Affairs Approval	Date
Contact Email:			

T. [Signature] for SRB 10/20/14

REQUEST FOR **DROPPING** A COURSE

FORM B ADMINISTRATIVE USE ONLY			
APR	MAY	JUN	JUL
AUG	SEP	OCT	NOV
DEC	JAN	FEB	MAR
Effective: <u>3/5/2015</u>			

Department		College	Mass Communication
Date	9 - 15 - 14		

COURSE DESCRIPTION

Rubric & No.	MC 3020	Title	Public Relations Research
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Semester Hours of Credit	3
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NOTE: Affected departments must be notified in writing and with adequate time allowed for written response(s). Responses must be included with this form.
 Has this drop been discussed with and approved by all departments/colleges affected? Yes No N/A
 This course is presently **included** or **referenced** in the following curriculum, minor, concentration, area of specialization, or catalog chapter:
(If additional space is needed, please attach a separate piece of paper.)

Mass Communication BA, PR concentration

Is this course a prerequisite or corequisite for any other courses? (If answer to above is "yes", please list courses by rubric and course number. (If additional space is needed, please attach a separate piece of paper.)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
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Rubric <u>MC</u> Course # <u>4005</u>	Rubric _____ Course # _____	Rubric _____ Course # _____	Rubric _____ Course # _____
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Is this course on the general education list? If yes, attach approval of drop from General Education Committee	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
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REASON FOR REQUEST TO DROP COURSE:

The course is being dropped so we can add the same course back to the curriculum, but at a 4-thousand level. The faculty feels this class, because of its rigor, needs to be offered a little later in the PR curriculum when students are better prepared to take it.

APPROVALS

Department Faculty Approval Date		College Faculty Approval Date	<u>5/19/14</u>
<u>Andrea Miller</u>	<u>9-16-14</u>		
Department Chair's Signature	Date	College Dean's Signature	Date
		<u>[Signature]</u>	<u>9-16-14</u>
Graduate Dean's Signature	Date	Chair, FS C&C Committee's Signature	Date
College/Division/Department Contact: <i>(please print)</i>	<u>Andrea Miller</u>	<u>[Signature]</u>	<u>9/23/14</u>
Contact Email:	<u>amiller@lsu.edu</u>	Academic Affairs Approval	Date

T. S. [Signature] for SRB 11/1/14