

Response Papers

The Evolution of Segregation
and Education

EC 970: Sophomore Tutorial
Harvard University Department of
Economics

Danielle Graves

Due Date:

5 pm the night before we discuss the paper

Total: 12% of final grade

Each: 2% of final grade

Assignment Structure

You will write four 2 page (size 12, TNR double-spaced) response papers on one of the starred ★ readings (not ☆!). You pick which papers you respond to, subject to the following conditions:

- Respond to a starred ★ (not ☆) reading
- Respond to a maximum of one paper per week
- Do not turn in a response paper the week of January 25 (first week of class) or April 23 (last week of class)
- Do not turn in a response paper the weeks you are leading a class discussion

These response papers should follow this structure:

1. 1 paragraph **briefly** summarizing the paper
2. 2-3 paragraphs on the strengths and weaknesses of the paper
3. 2-3 paragraphs on at least two directions for further research (they can be very loosely related)

Think of this section as answering “this made me wonder...”

Some weeks, I will ask you to respond to a specific prompt in place of the typical response paper. These prompts will be posted on the assignment page on canvas by 5 pm the Friday prior. If there is no prompt posted by that time, defer to the above structure.

You will write 8 of these papers. Each will be 2% of your final grade.

- A response paper is **not due** the first and last week of class (weeks of January 25, April 23)
- A response paper is **not due** the weeks you are presenting in class.

Additionally, everyone gets **one** “free week” pass. Think of it like a breather. If you don’t submit a response paper (and you aren’t leading a class discussion), I will assume you are taking your free week and you will not be penalized. Use it wisely, especially during those hectic weeks.

Please submit your papers on canvas as a word or pdf document. Save your document as lastname_weeknumber. For example, I would submit my response paper that I wrote on Reber (2011) as graves_w2.pdf to canvas by **5 pm** on January 31. You may use your late bank on response papers up until 9am. **Response papers will not be accepted after 9am on the day the paper is covered in class.**

It is important that you turn in your papers by 5 pm so that I have time to review your papers before the next day’s discussion.

Rubric

You will be graded on the thoroughness of your response and the organization of your paper.

- Summary 25%
- Strengths and weaknesses 35%
- Directions for future research 45%

Leading Class Discussions

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Due Date:

5 pm the night before we discuss the paper

Total: 4% of final grade

Each: 2% of final grade

Preferences due by 5 pm Jan 25

Assignment Structure

Each student will present twice for 5 minutes on a paper from the class syllabus:

1. One slide summarizing the paper (approx. 1 minute)
 - Main finding
 - Main contribution to the literature
2. The remaining 4 minutes should be spend covering 2-4 slides that follow the structure of the response papers (pros, cons, directions for future research, and anything you found interesting). I'll be especially excited if you manage to relate the paper to other things we've read in class.

The student will then lead (with some help) the class discussion on this paper (this will last around 30-40 additional minutes). I will demo how to do this on January 25.

Preferences are due by 5 pm on January 25. You are to submit 7 papers you'd be willing to present from papers that are starred ★ ☆ (with the exception of Writing Economics excerpts or anything labeled as "concept summary").

Depending on the number of students in the class, one to two people will present per class.

It is important that you turn in your slides by 5 pm so that I have time to review your slides before the next day's discussion.

Rubric.....

You will be graded on the thoroughness of your response and the organization of your paper.

- Preferences turned in on time 5%
- Summary 10%
- Pros and cons 20%
- Directions for future research 25%
- Things you found interesting / other discussion points 30%
- Facilitate class discussion 10%