

# W2 Course Review Form

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

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

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

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1. Instructor name: Eric Hoyt

Instructor program/school: Economics/SOBL

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

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2. **Writing Assignments:** What will students write in the course? What will students learn about writing through those assignments? In the table below, describe at least THREE (3) separate writing assignments. Specify whether it's a major or minor assignment and list the writing-related learning objectives for each assignment.

<b>Writing Assignment &amp; Description</b>	<b>Major or minor assignment?</b>	<b>Writing-related Learning Objectives for the assignment</b>
Term Paper: The term paper asks students to research the inequality and poverty experience of a particular city, state/province, or country OR the relationship between inequality or poverty and another socioeconomic factor (i.e. life expectancy, rates of mental and physical illness, rates of violent crime, levels of trust, etc.). Final deliverables are 10 (max)-page paper and a brief (10 minutes, max) video presentation.	Major	<ol style="list-style-type: none"><li>1. Students will learn to engage in empirical research, through accessing government data sets and analyzing patterns in their quantitative results.</li><li>2. Students will learn how to evaluate arguments of other authors, and their own classmates, regarding research questions on the causes and consequences of inequality and poverty.</li><li>3. Students will learn how to formulate a research question that is answered by a hypothesis statement, conduct, and produce a literature review, and describe and interpret their own research findings, along with summarizing their main ideas in an introduction and conclusion.</li></ol>

<p>Reaction Memos: Each student will submit two reaction memos (approximately 350-500 words each), summarizing the main topic of an assigned reading for a weekly unit of their choice, as well as evaluating three facts or arguments that you found particularly interesting or convincing.</p>	<p>Major</p>	<ol style="list-style-type: none"> <li>1. Students will learn how to evaluate arguments of other authors, becoming critical consumers of quantitative and qualitative socioeconomic, historical, and political analysis.</li> <li>2. Students will learn how to identify a research question and hypothesis statement within scholarly writing, as a form to model their own work in this area in their term paper.</li> <li>3. Students will learn how to formulate a reasoned argument regarding what constitutes a fair distribution of benefits and burdens in society and evaluate the moral implications of different policies and economic systems designed to address inequality and poverty.</li> </ol>
<p>Short Answer Homework Assignments: Each student will submit weekly homework assignments consisting of several (at least three per assignment) short answer questions (approximately 150-word length responses for each question), reflecting upon and communicating major concepts from the class discussion and assigned readings for each weekly unit.</p>	<p>Minor</p>	<ol style="list-style-type: none"> <li>1. Students will learn how to evaluate arguments of other authors, becoming critical consumers of quantitative and qualitative socioeconomic, historical, and political analysis.</li> <li>2. Students will learn how to formulate a reasoned argument regarding what constitutes a fair distribution of benefits and burdens in society and evaluate the moral implications of different policies and economic systems designed to address inequality and poverty.</li> </ol>

3. **Writing Instruction:** What will you teach students about writing? And how will you teach writing in this course? Please describe at least TWO (2) lesson plans that will help students learn something about writing. Lesson plans should describe (a) the goal or purpose of the lesson; (b) what assignment or objective the lesson specifically supports; and (c) how you will facilitate the lesson. Please make sure to attach any teaching materials or documents that help facilitate the lesson.

*Note: The Writing Advisory Committee is particularly interested in how the lesson plans align with your learning objectives, the writing assignments, and/or how you will assess student writing.*

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

- a) The goal of this lesson is for students to learn the basic elements of a paper proposal, including drafting a research question, hypothesis, and brief project description, along with an annotated bibliography of five major initial scholarly sources related that relate to and substantiate the hypothesis.
- b) This lesson is meant to help students in their first stage of the term paper assignment for the course, and directly addresses the following two learning goals about writing for this assignment:

“2. Students will learn how to evaluate arguments of other authors, and their own classmates, regarding research questions on the causes and consequences of inequality and poverty.

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

- c) This lesson will be facilitated through the following process. I will review a rubric resource for the term paper proposal which gives broad descriptions and guidelines for the research question, hypothesis statement, and project description along with the annotated bibliography of five supporting scholarly sources. Then I will have students watch a roughly 15-minute-long video presentation by Richard Wilkinson on his research into the links between inequality and a variety of socioeconomic issues such as levels of mental health, violent crime, and trust. Just prior to playing the video I will ask students to listen closely to try to identify the research question(s), hypothesis/hypotheses, scholarly writings/sources cited and what facts those sources supported in the presentation, and to jot down any notes while listening regarding these elements. Then I'll have students take 5 minutes to draft a quick reflection on the writing elements they were able to identify, and then we'll reconvene to discuss the elements the students found for at least 10-20 minutes. In the remaining class time, I'll have a free-write where students can start working on their own paper proposal that incorporates the proposal elements: research question, hypothesis, short project description, and annotated bibliography.

## Lesson 2: Learning How to Write an Interpretation of Quantitative Analysis (Data Assignment with Questions)

- a) The goal of this in class activity and lesson is for students to learn how to be informed consumers and producers of basic quantitative data analysis, most immediately within a follow-up homework assignment of the same type, but also to prepare them for the quantitative research within their term paper assignment and going forward in their future lives as students and engaged citizens.
- b). This lesson is meant to help students immediately with the related homework assignment for this week of the same type, but also to prepare them for the quantitative research within their term paper assignment which will be related to their methodological, research results, and interpretation of results sections of the paper. It addresses the following learning goals about writing for the term paper:

“1. Students will learn to engage in empirical research, through accessing government data sets and analyzing patterns in their quantitative results.

3. Students will learn how to formulate a reasoned argument regarding what constitutes a fair distribution of benefits and burdens in society and evaluate the moral implications of different policies and economic systems designed to address inequality and poverty.”

and the following two goal as well for the follow-up related homework assignment:

“2. Students will learn how to formulate a reasoned argument regarding what constitutes a fair distribution of benefits and burdens in society and evaluate the moral implications of different policies and economic systems designed to address inequality and poverty.”

- c) I will walk students through a Word document tutorial on each specific step to download data from three

separate government and/or NGO databases on GDP per capita, the Gini coefficient, and the top 1% income and/or wealth share using the United States as the example. I'll do this on the projector screen in front of the class, while asking students to follow along using their laptop or the laptop of a classmate. I'll have given heads up for students to bring laptops and connected students with the laptop rental service at Stockton if they need assistance in accessing one, though working in pairs will be encouraged as well. I'll take several breaks throughout to answer any questions students have as they follow along. Once the data for the years 1980 to present is downloaded in Excel, I'll also walk them through the construction of a trend line graph with each of these outcome data sets for the United States in Excel. If students need Excel on their laptops, I'll direct them to the Stockton Microsoft Office website which is provided for free for students. Next, I'll have students break out in pairs, and take 5 minutes to discuss and then 20 minutes to write a response to each of the following questions for any one of the three variables of their choosing (GDP per capita, Gini coefficient, or Top 1% income share) aiming for an 150 word maximum for each question:

1. When was poverty or inequality largest, and when was it smallest, in you're the United States?
2. What is the current direction of change (i.e. in the most recent year of data) in the United States?
3. What do you think drives the observed patterns (i.e. highest, lowest, and current direction of change) in the United States?

Then I'll have the students reconvene to discuss with the class what they found to be the case in their analysis, comparing and contrasting across groups with a special focus on the unique answers to question 3, as questions 1 and 2 will likely be the same, and to build their interpretation skills in bringing our political and economic theory discussion into the analysis of these trend line graphs they've created.

Finally, I'll show students the homework assignment for the week so they can see how it is largely the same as the activity, with the difference being that it asks them to perform all of these steps for each of the three types of measures (GDP per capita, Gini coefficient, and Top 1% income share) and that it asks them to choose any country other than the United States, since we'd just covered that together in class.

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4. **Assessment:** What is your method of responding to student writing? What kinds of feedback do you give on drafts and final papers or projects? What areas do you focus on as you comment on student writing? What tools do you use to support your responses to student writing such as rubrics, grading contracts, Google comments, etc? Please make sure to attach any materials or documents you use to support your responses to student writing.

*Note: The committee is interested in how your method of assessment contributes to the teaching and learning of writing in the class, not simply as a means of assigning grades.*

My method of responding to student writing is the following. I structured the overall term paper project to be scaffolded across several "deliverables" throughout the semester. For instance, students first task is to create a paper project proposal that includes a thesis statement and introductory paragraph as well as an annotated bibliography. This assignment occurs over the first weeks of the course, during which I provide a tutorial on thesis statements, project proposals, and annotated bibliographies. I also post and review a tutorial on how this particular "deliverable" will be graded. I encourage students to stop by my office hours to meet with me one-on-one as they undertake this first part of the paper project, and in these meetings, I provide students with insight and tips on their particular project (i.e. directing students to readings within the required and recommended lists within the course syllabus that relate directly to their chosen topic, and also instructing them on how to use the bibliography within relevant papers they've already

identified as a further source in terms of past scholarship). Finally, once students submit their proposals and annotated bibliography, I grade it according to the rubric, and provide them with a copy of the rubric that includes their grade as well as detailed feedback on how to improve this first “deliverable” and any other advice for next steps in the project. I repeat this basic process of presenting a tutorial and rubric on the next “deliverable”, staggered and well-timed throughout the course (i.e. literature review, results and analysis section, etc.). I have attached the rubric and “deliverable” assignment description for each of these staggered parts of the overall term paper project as demonstration of my method of assessment and feedback throughout the writing process in the term paper for GSS 2210. One method, geared especially towards helping students with the literature review deliverable, is the two reaction memos that I ask students to complete throughout the class, which task students with identifying two of the course readings they found most interesting and reflecting upon them in terms of points raised they found particularly interesting and/or persuasive and why they found them particularly interesting and/or persuasive. This task is meant to directly give students practice in the type of critical evaluation of past scholarship that they will complete across a minimum of ten scholarly sources in the literature review portion of the term paper project. Furthermore, each homework assignment includes short answer response questions linked to course readings and lecture topics and are also designed to give students a first attempt at articulating points of view that relate to and often arise within their term paper projects. My feedback each week on these homework assignments is also meant to assist students in developing their writing and reflection skills, particularly in instances of writing interpreting quantitative analysis, as in the example weekly homework assignment I have provided for reference.

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5. **Optional.** Please note any other information the Writing Advisory Committee might find useful.

I will attaching below the following material evidence in support of my W2 application for GSS 2210  
Inequality and Poverty:

- 1) GSS 2210 Inequality and Poverty course syllabus (includes description of term paper assignment and short reaction memos)
- 2) GSS 2210 Term Paper Initial Proposal and Annotated Bibliography assignment description and grading rubric
- 3) GSS 2210 Term Paper Literature Review assignment description and grading rubric
- 4) GSS 2210 Term Paper Results and Analysis section assignment description and grading rubric
- 5) GSS 2210 Term Paper Final Draft and Presentation assignment description and grading rubric
- 6) GSS 2210 Term Paper schedule of “deliverables” due dates
- 7) GSS 2210 Week 5 Homework Assignment



## Term Paper Proposal Rubric/Resource

Your term paper proposal needs to have three components:

### 1. Working Title

A working title simply means a title for your term paper that best describes what the term paper is all about. It must be descriptive and crisp. You want to grab your reader's attention. So, it has to be clear and inviting. The reason why it's called a "working title" is that you may change it, if needed, as you progress through writing your paper and get a better sense of the material.

### 2. Thesis Statement

In general, your thesis statement will accomplish these goals if you think of the thesis as the answer to the question your paper explores.

Your thesis statement needs to answer a question about the issue you would like to explore. In this situation, your job is to figure out what question you would like to write about. A good thesis statement will usually include the following attributes:

- Take on a subject upon which reasonable people could disagree,
- Deal with a subject that can be adequately treated given the nature of the assignment,
- Express one main idea

### 3. Annotated Bibliography

Your term paper proposal must have an annotated bibliography. This is a list of 4-5 books, book chapters, articles, etc., that you have carefully read in relation to your term paper, and which address aspects of your thesis question. Here are a couple of links to what an annotated bibliography should look like:

<http://library.ucsc.edu/ref/howto/annotated.html>

<http://libguides.wesleyan.edu/annotbib>

## Literature Review Rubric

### Description of Assignment:

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

### Grading of Assignment:

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

### Rubric:

	Rating				Score
	4	3	2	1	
<b>ASSIGNMENT BASICS</b>					
<b>Articles</b>	Information is gathered from multiple, research-based sources.	Information is gathered from multiple sources.	Information is gathered from a limited number of sources.	Information is gathered from a single source.	
<b>SUMMARY</b>					
<b>Theme</b>	Well organized, demonstrates logical sequencing and structure.	Well organized, but demonstrates illogical sequencing or structure.	Weakly organized with no logical sequencing or structure.	No organization, sequencing, or structure.	
<b>Background/Foundation</b>	Detailed conclusions are reached from the evidence offered.	Conclusions are reached from the evidence offered.	There is some indication of conclusions from the evidence offered.	No conclusions are made from the evidence offered.	
<b>Reference Sheet</b>	Information is cited properly and in APA, Chicago, or MLA format.	Information is cited properly.	Information is cited, but has errors.	Information is not cited or is cited incorrectly.	
<b>PRESENTATION</b>					
<b>Length</b>	Adheres to 2-3 page minimum	Exceed or does not meet 2-3 page criteria by ½ page or less.	Exceed or does not meet 2 – 3 page criteria by ½ to 1 page.	Exceed or does not meet 2 – 3 page criteria by more than 1 page.	
<b>Format</b>	Font, spacing, and APA, MLA, or Chicago format are correct.	Font and spacing, font and APA, MLA, or Chicago, or spacing and APA, MLA, or Chicago are correct.	Font, spacing, or APA, Chicago, or MLA format is correct.	Font, spacing, and APA, MLA, or Chicago format are incorrect.	
<b>Grammar</b>	There is 1 or less grammatical error.	There are 2 grammatical errors.	There are 3 grammatical errors.	There are 4 or more grammatical errors.	
<b>TOTAL POINTS</b>					



## GSS 2210 Term Paper Results and Analysis Section Rubric

### **Description of Assignment:**

You are to write a minimum 2 page results and analysis section of your term paper. You should aim for completion of the three goals below in this assignment:

1) Include at least two graphs, with at least one of your own making from underlying data (i.e. such as a line graph using recent years of data on GDP per capita, the Gini coefficient, the top 10% income share, the poverty rate/headcount index, etc which you utilized in the Week 5 and Week 8/9 Homework Assignments).

2) Describe the pattern that emerges from the graphical representation of quantitative results. You may find it useful to answer the following questions, or similar questions addressed to other variables that you will investigate in your paper topic, which come from the Week 8/9 Homework Assignment:

*“Do you see any systematic relationship between economic growth and inequality as measured by the Gini coefficient over time? Do you see any systematic relationship between economic growth and poverty as measured by the headcount index over time? For example, do both measures appear to move in tandem in either a positive or negative direction, or do they move in opposite directions?”*

3) You will then be required to analyze and interpret what causes might be driving the patterns that you find in your graphical representation of quantitative data. You may find it useful to answer the following question, or similar questions addressed to other variables that you will investigate in your paper topic, which come from the Week 8/9 Homework Assignment:

*“What factors that we learned about in class [. . . and/or that you learned about in your review of past literature on this topic] do you feel best explain the observed patterns that emerge in your trend line graphs?”*

Finally, You may use APA, MLA, or Chicago format for this first draft. Please submit it via email to

[Eric.Hoyt@stockton.edu](mailto:Eric.Hoyt@stockton.edu) by 11:59pm on Sunday November 13<sup>th</sup>, 2022.

## Grading of Assignment:

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

### Rubric:

	EXPERT (4pts)	PROFICIENT (3pts)	APPRENTICE (2pts)	NOVICE (1pt)
INTEGRATION OF KNOWLEDGE	The results and analysis section demonstrates that the author fully understands and has applied concepts learned in the course. Concepts are integrated into the writer's own insights. The writer provides concluding remarks that show analysis and synthesis of ideas.	The results and analysis section demonstrates that the author, for the most part, understands and has applied concepts learned in the course. Some of the conclusions, however, are not supported in the body of the paper.	The results and analysis section demonstrates that the author, to a certain extent, understands and has applied concepts learned in the course.	The results and analysis section does not demonstrate that the author has fully understood and applied concepts learned in the course.
FOCUS	The results and analysis section is focused narrowly enough for the scope of this assignment.	The results and analysis section is focused but lacks direction. The paper is about a specific topic but the writer has not established a position.	The results and analysis section is too broad for the scope of this assignment.	The results and analysis is not clearly defined.
DEPTH OF DISCUSSION	In-depth discussion & elaboration in all sections of the results and analysis section	In-depth discussion & elaboration in most sections of the results and analysis section	The writer has omitted pertinent content or content runs-on excessively. Quotations from others outweigh the writer's own ideas excessively.	Cursory discussion in the results and analysis section.
COHESIVENESS	Ties together information from all sources. Results and analysis section flows from one issue to the next without the need for headings. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	For the most part, ties together information from all sources. Results and analysis section flows with only some disjointedness. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	Sometimes ties together information from all sources. Results and analysis section does not flow - disjointedness is apparent. Author's writing does not demonstrate an understanding of the relationship among material obtained from all sources.	Does not tie together information. Results and analysis section does not flow and appears to be created from disparate issues. Headings are necessary to link concepts. Writing does not demonstrate understanding any relationships
SPELLING & GRAMMAR	No spelling &/or grammar mistakes.	Minimal spelling &/or grammar mistakes.	Noticeable spelling & grammar mistakes.	Unacceptable number of spelling and/or grammar mistakes.
SOURCES	You cite at least 3 of the 8 to 10 sources you discussed in your literature review in the context of identifying potential causes of the pattern of results in your graphical analysis. All of your sources are peer-review journal articles or scholarly books. Sources include both general background sources and specialized sources. Special-interest sources and popular literature are acknowledged as such if they are cited. All web sites utilized are authoritative.	You cite at least 3 of the 8 to 10 sources you discussed in your literature review in the context of identifying potential causes of the pattern of results in your graphical analysis. Half of your sources are peer-review journal articles or scholarly books. Sources include both general background sources and specialized sources. Special-interest sources and popular literature are acknowledged as such if they are cited. All web sites utilized are authoritative.	You cite less than 3 of the 8 to 10 sources you discussed in your literature review in the context of identifying potential causes of the pattern of results in your graphical analysis. Half of your sources are peer-review journal articles or scholarly books. Sources include both general background sources and specialized sources. Special-interest sources and popular literature are acknowledged as such if they are cited. All web sites utilized are authoritative.	You cite less than 3 of the 8 to 10 sources you discussed in your literature review in the context of identifying potential causes of the pattern of results in your graphical analysis. Less than half of your sources are peer-review journal articles or scholarly books.

## CITATIONS

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

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

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

Does not cite sources.

Adapted from: Whalen, S. "Rubric from Contemporary Health Issues Research Paper"

## **GSS 2210 Term Paper Grading Rubric:**

### **Description:**

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

Generally, your paper should seek to:

1. Introduce your chosen topic
2. Discuss relevant literature/research and explain why your topic is important
3. Analyze the modalities of poverty and inequality within the context of socioeconomic development of a country, state/province, or city of your choice. Students should construct and utilize time trend graphs, or other descriptive statistics, from original data in their analysis.
4. OR analyze the impact of poverty or inequality on a socioeconomic factor of your choice across numerous similar political units
5. Analytically utilize few relevant case-study examples to illustrate your findings
6. State your conclusions

**Stages of completion/ “deliverables”** (make every effort for these to be close to final submissions):

1. Proposal –  
Discuss your interest and possible expected results of your research. This should include an introduction and annotated bibliography.
2. Draft literature review –  
Discuss relevant literature/research and explain why your topic is important.
3. Results & Analysis section –  
Analyze the modalities of this topic within the context of socioeconomic development
4. Conclusions and final draft (no comments on this draft).  
Complete paper with revisions as per comments on earlier submissions
5. Brief video presentations  
NOTE: Final deliverables are 10 (**max**)-page paper (3000 to 5000 words, **double space, Times New Roman 12**) and a brief (5 minutes, max) video recording of a presentation summarizing your paper’s main findings.

Please make every effort to express your opinion and articulate **your informed** point of view. Utilize analytical tools and as much as possible market research, charts, any statistical data / analysis.

**Format & grading:**

Special attention will be given to the format of all final deliverables! Papers should be in a journal article format with a title page, introduction, main part, conclusion, and references sections. **There must be a concise concluding section that summarizes your findings.** Use Chicago Manual of style  
[http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)

Video presentations should rely upon PowerPoint (or any other presentation software) format. Test your presentation before recording it. It should run about 5 minutes to be informative enough to your audience (aim for just a few slides, such as one slide per section of your paper: intro, literature review, results & analysis, conclusion).

Use diverse set of sources, but please note: *Wikipedia, About.com, How.com, and similar websites ARE NOT ACCEPTABLE SOURCES.* Points will be taken off any submission based on such sources. You may critically review their References sections. No material will be accepted that is a product of PLAGIARISM from the Internet (especially if without appropriate references). If unsure, please raise a question in class.

Title page should include:

Title of the project

Student's name

Course number & professor's name

Semester and year

Date handed in

Statement affirming that that the paper is plagiarism free.

## GRADING

Grades will depend on analyses' thoroughness, argumentation of your position on the topic and clarity of presentation. The following matrix will be used to figure out the overall grade. Each component is worth the following in terms of percentage and points of the 20pts total for the assignment.

### Milestones ahead of Final Paper Submission

Proposal	Lit. Review	Results & Analysis	Video Present.	Milestones Subtotal
7% (1.4pts)	7% (1.4pts)	7% (1.4pts)	19% (3.8pts)	40% (8pts)

### Components of Grade for Final Paper Submission

Presentation / General flow	Content / Format	Content / Graphs	Content / Results & Analysis	Discussion / Literature Review	Subtotal for final paper submission	Overall
12% (2.4pts)	12% (2.4pts)	12% (2.4pts)	12% (2.4pts)	12% (2.4pts)	60% (12 pts)	100% (20pts)

### Rubric:

**Note: Each of Five Components are Worth 2.4 pts, For a Total of 12 pts**

	EXPERT (2.4pts)	PROFICIENT (1.8 pts)	APPRENTICE (1.2 pts)	NOVICE (0.6 pts)
Presentation / General Flow	The paper is focused narrowly enough for the scope of this assignment. Ties together information from all sources. The paper flows from one issue to the next without the need for headings. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	The paper is focused but lacks direction. The paper is about a specific topic but the writer has not established a position. For the most part, ties together information from all sources. The paper flows with only some disjointedness. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	The paper is too broad for the scope of this assignment. Sometimes ties together information from all sources. The paper does not flow - disjointedness is apparent. Author's writing does not demonstrate an understanding of the relationship among material obtained from all sources.	The paper is not clearly defined. Does not tie together information. The paper does not flow and appears to be created from disparate issues. Headings are necessary to link concepts. Writing does not demonstrate understanding any relationships
Content/ Format	No spelling &/or grammar mistakes. Cites all data obtained from other sources. Chicago style citation style is used in both text and bibliography.	Minimal spelling &/or grammar mistakes. Cites most data obtained from other sources. Chicago citation style is used in both text and bibliography.	Noticeable spelling & grammar mistakes. Cites some data obtained from other sources. Citation style is either inconsistent or incorrect.	Unacceptable number of spelling and/or grammar mistakes. Does not cite sources.

<p>Content/ Graphs</p>	<p>Author includes at least two graphs in the results and analysis section, at least one of which is created by the author from underlying data in Excel.</p>	<p>Author includes at least two graphs in the results and analysis section, but neither is created by the author from underlying data in Excel.</p> <p>Or the author includes only one graph in the results and analysis section, but this graph is created by the author from underlying data in Excel.</p>	<p>Author includes only one graph in the results and analysis section, but it is not created by the author from underlying data in Excel.</p>	<p>Author does not include any graphs in the paper.</p>
<p>Content / Results &amp; Analysis</p>	<p>The results and analysis section demonstrates that the author fully understands and has applied concepts learned in the course. Concepts are integrated into the writer's own insights. The writer provides concluding remarks that show analysis and synthesis of ideas. Author raises at least three potential explanations for the pattern that emerges in graphical results based on course readings and class discussion.</p>	<p>The results and analysis section demonstrates that the author, for the most part, understands and has applied concepts learned in the course. Some of the conclusions, however, are not supported in the body of the paper. Author raises at least two explanations for the pattern that emerges in graphical results based on course readings and class discussion.</p>	<p>The results and analysis section demonstrates that the author, to a certain extent, understands and has applied concepts learned in the course. Author raises at least one explanation for the pattern that emerges in graphical results based on course readings and class discussion.</p>	<p>The results and analysis section does not demonstrate that the author has fully understood and applied concepts learned in the course. Author does not raise any potential explanations for the pattern that emerges in graphical results.</p>
<p>Discussion / Literature Review</p>	<p>You cite 8 to 10 sources in your literature review. All of your sources are peer-review journal articles or scholarly books. Sources include both general background sources and specialized sources. Special-interest sources and popular literature are acknowledged as such if they are cited. All web sites utilized are authoritative.</p>	<p>You cite 8 to 10 sources in your literature review. Half of your sources are peer-review journal articles or scholarly books. Sources include both general background sources and specialized sources. Special-interest sources and popular literature are acknowledged as such if they are cited. All web sites utilized are authoritative.</p>	<p>You cite less than 8 to 10 sources in your literature review. Half of your sources are peer-review journal articles or scholarly books. Sources include both general background sources and specialized sources. Special-interest sources and popular literature are acknowledged as such if they are cited. All web sites utilized are authoritative.</p>	<p>You cite less than 8 to 10 sources in your literature. Less than half of your sources are peer-review journal articles or scholarly books.</p>

GSS 2210 Poverty & Inequality  
Term Paper Stages of Completion Schedule

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

**Due on Sunday October 2<sup>nd</sup> at 11:59pm**

2. Draft literature review

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

**Due on Sunday October 23<sup>rd</sup> at 11:59pm**

3. Draft results & analysis section

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

**Due on Sunday November 13<sup>th</sup> at 11:59pm**

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

-complete paper with revisions as per comments on earlier submissions

**Due on Sunday November 27<sup>th</sup> at 11:59pm**

5. Post Your Short Presentation Video (5 minute “elevator pitch”) as a Discussion Post

**Due on Sunday December 4<sup>th</sup> at 11:59pm (1 week after fourth deliverable)**



Name: \_\_\_\_\_

GSS 2210: Poverty & Inequality  
Week 5 Homework Problems

Short answer

Create trend line graphs for two countries of your choosing over the period from 1980 to present, for one of the measures of poverty or inequality provided in the data sources linked below. See the tutorial I've copy and pasted at the bottom of this assignment document regarding accessing these data sources and making a trend line graph in Excel.

GDP per capita from the Maddison Historical Statistics

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

Gini Coefficients from the World Bank:

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

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

<https://wid.world>

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

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

## Tutorial Showing Steps for Downloading Data From Government/NGO Websites and Creating a Time Trend Graph in Excel

*\*\*\*All Examples are of the United States (please choose any two countries other than the U.S. for your homework submission this week)\*\*\**

### **I. GDP per capita, Maddison Historical Statistics (A Rough Measure of Average Poverty)**

Steps:

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

Click on first button labelled "Excel"

In the Excel file "mpd2020", click on the fourth tab labelled "GDP pc"

Scroll to the left to column "FF" which holds data for the United States

Scroll down to row "737" for data beginning in 1980

Click and drag your cursor to highlight data in column FF from row 737 to 775 (i.e. 1980 to 2018)

Click the "+" sign just to the right of the sixth panel below.

Put your cursor over and click on the cell in row 2 of column B

Paste your selection from the previous panel

In row 1 of column B, write "GDP per capita)

In row 1 of column A, write "Year"

Label the years from 1980 to 2018 from row 2 to row 40 of column A

Highlight cells B2 – B40 \*I have a MAC so your steps may differ a little from mine using excel.

Click Insert

Choose Chart, Line Graph

Right click on graph and choose "Select Data"

On the line that says "Horizontal axis", paste "=Sheet1!\$A\$2:\$A\$40"

Edit the title (Double Click on Title and Edit it) to "U.S. GDP per Capita: 1980-2018"

Format the chart by adding Axis Information (Click Chart Design and add chart elements): the vertical axis should say "GDP per capita (in 2011\$)".

Right click on final line graph and click "Save as Picture"

Name and save file to your computer

Open your Word Doc for this assignment

Click insert, Picture, File from Browser

Click on the name given to your line graph.

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

Steps:

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

Click on the link for Excel by the word “Download” on the right side of the webpage

Open the downloaded Excel document labelled

“API\_SI.POV.GINI\_DS2\_en\_excel\_v2\_2015296”

Click on the first panel called “Data”

Scroll down to the row “254” of column A for the “United States”

Highlight the data in columns Y through BM of this row, which correspond to the years 1980 to 2020, and copy this selection

Scroll over to the “+” sign just after the third panel at the bottom of the document

In this new panel, highlight and right click the cell in row 2 and column B

Choose Paste Special, and then check the box called “Transpose”

Go back to the initial first panel called “Data”

Highlight the cells in row 4 of the panel from columns Y to BM, Right click, and Copy

Go back to the newest panel you pasted the first selection into

Highlight and right click on the cell in row 2 in column A

Choose Paste Special, and then check the box called “Transpose”

In the cell in row 1 in column A, write the word “Year”

In the cell in row 1 in column B, write the word “Gini Coefficient”

Highlight rows 2 through 7, right click, and choose delete (repeat for all other yearly rows that have no associated Gini coefficient)

(You should have year-gini pairs for 1986, 1991, 1994, 1997, 2000, 2004, 2007, 2010, 2013, and 2016 only after this operation)

Highlight cells B2 – B11\*I have a MAC so your steps may differ a little from mine using excel.

Click Insert

Choose Chart, Line Graph

Right click on graph and choose “Select Data”

On the line that says “Horizontal axis”, paste “=Sheet1!\$A\$2:\$A\$11”

Edit the title (Double Click on Title and Edit it) to “U.S. Gini Coefficient: 1986-2016”

Format the chart by adding Axis Information (Click Chart Design and add chart elements): the vertical axis should say “Gini Coefficient”.

Right click on final line graph and click “Save as Picture”

Name and save file to your computer

Open your Word Doc for this assignment

Click insert, Picture, File from Browser

Click on the name given to your line graph.

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

Steps:

Go to <https://wid.world>

Click on the third panel on the main page on the far right called "Data Tables"

On the Key Indicators, click any from the Income Inequality or Wealth Inequality sections (i.e. I chose "Top 10% Income Share")

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

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

Click the button "Retrieve Data"

Click the "Download" in the bottom right of the webpage OR just highlight the table generated below and copy and paste into a new Excel Document

.... Highlight the rows and insert a line graph in the resulting excel doc in the same way as in I and II above.