**SYLLABUS**

**Economics 122**

**Economics for Educators**

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| Instructor: David A. Dyer Office: Lake Ozark Campus Phone: 573-693-1398Cell: 407-800-5707E-mail: ddyer@centralmethodist.edu | Spring 2018 October 23, 2017 – December 15, 2017 Monday & Wednesday 5:00 – 7:30 PM  |

**OVERVIEW**

Effective teaching requires not only knowledge of the material to be taught, but also knowledge of teaching methods and techniques. EC201 and EC202, Macroeconomics and Microeconomics, which have been the economics courses taken by education majors in the past, have been less than ideal for that purpose because neither course covers all of the material that would be of interest to education majors, while at the same time they go into far too much detail compared to what elementary students need to know and because they pay no attention to methods of teaching economics at the elementary and secondary levels. EC122 is specifically designed for elementary and middle school education majors. It will provide a survey of the specific economic content that the state of Missouri expects elementary school children to be familiar with. It will also give the students an opportunity to learn about techniques for teaching economics primarily at the elementary level and to familiarize themselves with the broad array of resources that are now available to help elementary school teachers in teaching economics. (NOTE: This course will not count in place of EC201 or EC202 towards completion of a Business major, including the Business Education concentration.)

Since this course is designed primarily for prospective teachers, be advised that the instructor will have higher-than-normal expectations of the students enrolled in the class. As future teachers, you will expect your students to show up for class on time, be dressed appropriately, be prepared for class, and pay attention and participate in class (sleeping is not acceptable nor is texting or surfing the internet). You know that some students will do better than others, but you expect students to put forth their best efforts in attempting to succeed. I expect students in this class to model such behavior. Failing to meet such expectations may result in discussions with the Chairperson of the Division of Education.

**OBJECTIVES**

Students who successfully complete Economics for Educators will:

1) be familiar with both the national voluntary standards in Economics and the Missouri content standards at the elementary level;

2) be familiar with the different tools that are available to elementary-level teachers for teaching economics in the elementary classroom;

3) demonstrate an ability to use works of children’s literature to convey and illustrate basic economic concepts;

4) be familiar with the teaching resources made available by the Federal Reserve System;

5) demonstrate an ability to analyze current news stories from an economic perspective.

**TEXTBOOK**

Mayer, David A. The Everything Economics Book. Avon, MA: Adams Media. 2010. ISBN: 978-1-4405-0602-4

Economics In One Lesson, Henry Hazlitt, 1946, <http://bit.ly/2sC9BEs>

**COURSE ASSESSMENT**

**ATTENDANCE AND GRADING**

**GRADING SCALE**

Grade Percent

A 100-90% (900 – 1000 points)

B 89-80% (800 – 899 points)

C 79-70% (700 – 799 points)

D 69-60% (600 – 699 points)

F <60% ( 0 – 599 points)

The student’s grade in this course will be based on her performance in each of the following areas:

Quizzes (6 @ various points each) Varies

Missouri Content Standards Paper 100 points

Children’s Literature Paper 100 points

FR Bank Resources Paper 100 points

Classroom Mini-Economy Paper 100 points

Classroom Teacher Interview Paper 100 points

Final Exam 120 points

Total Depends on total quiz points

After an introductory organizational period, it is my intention that, you, the students, will teach this class. As there will be few quizzes and tests, it is therefore crucially important that students be in class, or else you will not be exposed to the information you will need to successfully integrate economic content into your classrooms.

Attending class is an important part of the learning process, and studies consistently show that students who attend class regularly earn higher grades than those who do not. But attendance is even more important in this class because the students themselves are presenting the information. So attendance will be taken at each class meeting. There will also be quizzes over the introductory material and each of the content area presentations.

One short paper will be required: the assigned topic is the use of the classroom mini-economy at the elementary level.

Students will also be responsible for 1) a children’s literature paper, 2) a paper describing the educational resources available from one of the Federal Reserve Banks, and 3) a paper covering two of ten content areas that will include information about both the economic content and about teaching methods.

**Extra Credit**

Extra credit will not be offered in this course. Given that this is a concentrated eight-week course and the same amount of material is covered as a sixteen-week course, you will need all the time you have available to complete the required work.

**DUE DATES AND DELIVERABLES**

All due dates will be posted on the course website and are considered “firm”. Any deviation in content or form should be discussed with the instructor prior to the due date. Late and/or incomplete work will result in a significant grade reduction. The only exceptions related to late work are covered under the Late Work Policy below.

**LATE WORK POLICY**

Late assignments will only be permitted in cases involving extreme hardship (e.g., unplanned change of employment, transfer, severe illness, accident, or death in the immediate family). It is the student’s responsibility to inform the instructor prior to the due date of such circumstances and to provide acceptable documentation. Late assignments will be handled on a case-by-case basis. Due to the nature of the program and course you are encouraged to work ahead as possible to avoid missing deadlines. The course should be completed as scheduled, incomplete (“I”) grades will only be considered as a last resort (See University Catalog Regarding Incomplete (“I”) Grades).

**Tentative Course Schedule - EC122 Spring 2018\***

***Week 1***

* Monday 03/12
	+ Introduction to class and The Economic Way of Thinking
	+ Discuss Required Papers and Reports: Children’s Literature Survey assignment; Discuss Mini-Economy in the Classroom assignment; Discuss Content Area analysis; Discuss Classroom Teacher Interview assignment

***Week 2***

* Monday 03/26
	+ The Everything Economics book
		- Chapter 1 - What Is Economics?
		- Chapter 2 - Why Do We trade?
		- Chapter 3 - That’s Not The Way We Do Things
		- Chapter 4 - The Story of Money
	+ Economics in One Lesson
		- Chapter 1 – The Lesson
		- Chapter 2 – The Broken Window
		- Chapter 3 – The Blessings of Destruction
		- Chapter 4 – Public Works Means Taxes
* Wednesday 03/28
	+ FTE - Teaching Students How Markets Work — Market Changes, Price Determination and Elasticity**;**
	+ FTE - Understanding the Role and Importance of the Public and Private Sectors;
	+ Quiz Chapters 1 – 4 of The Everything Economics Book and Chapters 1 – 4 of Economics in One Lesson – Due Monday, 04/02/2018 at 05:00 PM

***Week 3***

* Monday 04/02
	+ The Everything Economics Book - Chapters 5 – 8 and Chapters 5 – 8 of Economics in One Lesson
	+ FTE – Demand and Supply and the Market
* Wednesday 04/04
	+ Submit Missouri Standards assignment.
	Quiz Chapters 5 - 8 of The Everything Economics book and Chapters 5 – 8 of Economics in One Lesson – Due Monday, 04/09/2018 at 05:00 PM

***Week 4***

* Monday 04/09
	+ Economic Goals and Measuring Economic Activity – Goals Simulation; Economic Goals and Measuring Economic Activity – Measurement Tools;
	+ The Everything Economics Book - Chapters 9 – 12 and Economics In One Lesson – Chapters 9 - 12
* Wednesday 04/11
	+ Submit Children’s Literature Survey Assignment
	Quiz Chapters 9 - 12 of The Everything Economics book and Chapters 9 – 12 of Economics in One Lesson – Due Monday, 04/16/2018 at 05:00 PM

***Week 5***

* Monday 04/16
	+ The Everything Economics Book - Chapters 13 - 16
	+ Where Did My Job Go?; Fiscal Policy; Putting It All Together: Macroeconomic Equilibrium
* Wednesday 04/18
	+ Submit The Mini-Economy in the Elementary Classroom Assignment;
	+ Quiz Chapters 13 - 16 of The Everything Economics book and Chapters 13 – 16 of Economics in One Lesson – Due Monday, 04/23/2014 at 05:00 PM

***Week 6***

* Monday 04/23
	+ The Everything Economics Book - Chapters 17 – 20 and Chapters 17 – 20 of Economics in One Lesson
	+ FTE – Money and Banking System – The Mechanics;
* Wednesday 04/25
	+ Submit Interview with a Classroom Teacher Assignment
	Quiz Chapters 17 - 20 of The Everything Economics book and Chapters 17 – 20 of Economics in One Lesson – Due Monday, 04/30/2018 at 05:00 PM

***Week 7***

* Monday 04/30
	+ The Everything Economics Book - Chapter 21 and Chapters 21 – 24 of Economics in One Lesson
	+ FTE - Money and Banking System – The Federal Reserve and Monetary Policy
* Wednesday 05/02
	+ FTE - International Trade, Parts I & II
	+ Submit Federal Reserve System analysis and report

***Week 8***

* Monday 05/07
	+ Review for Final Exam
* Wednesday 05/09
	+ Final Exam

**\* Schedule subject to change at discretion of instructor as circumstances warrant.**

**SUPPLEMENTAL INFORMATION**

**APA Reference Guide**
You may be asked to write a paper in “APA style”. If you are not sure what “APA style” means, here are some reference sites

* <http://owl.english.purdue.edu/owl/resource/560/01/>
* <http://apastyle.apa.org/>

 Depending on the requirements of your course, you should consider buying a book.

**Accessing Library Databases**

Central Methodist University provides a number of online databases which are available to you for research and reference purposes. Since it is likely that you will not be on the Fayette campus when you access this material, you will need to use your myCMU login and password for access. For more information about how to access these online databases, reference the “Contact Information” section of this document.

**Discussion Forum Tips** (adapted from (<http://community.flexiblelearning.net.au/TeachingTrainingLearners/content/article_4183.htm>)

1. Give all postings a clear and relevant title. Avoid using vague or ambiguous titles such as ‘News’, ‘Hi’ ‘Latest work’ etc.
2. Remember the human. When you communicate electronically, all you see is a computer screen. You don't have the opportunity to use facial expression, gestures and tone of voice to communicate your meaning (apart from using emoticons); words - lonely written words - are all you've got. When you're holding a conversation online -it's easy to misinterpret your correspondent's meaning. And it's easy to forget that your correspondent is a person with feelings more or less like your own.
3. Respect other people's time. People seem to have less time than ever before and have a lot of information to absorb. When you send e-mail or post to a discussion group, you're taking up other people’s time (or hoping to). It's your responsibility to ensure that the time they spend reading your posting isn't wasted.
4. Know what you're talking about and make sense. Make sure your notes are clear and logical and know what you are talking about. Be pleasant and polite. Don't use offensive language, and don't be confrontation for the sake of confrontation.
5. Help keep flame wars under control. "Flaming" is what people do when they express a strongly held opinion without holding back any emotions. Flames can be lots of fun, both to write and to read. But Netiquette does forbid the perpetuation of flame wars. Series of angry letters, most of them from two or three people directed toward each other that can dominate the tone and destroy the camaraderie of a discussion group. It's unfair to the other members of the group and it also can get boring very quickly to people who aren't involved in them.
6. Be forgiving of other people's mistakes. When someone makes a mistake (even if you feel strongly about it) think twice before reacting. Having good manners yourself doesn't give you license to correct everyone else. If you do decide to inform someone of a mistake, point it out politely, and preferable by private email rather than in public. Give people the benefit of the doubt; assume they just don't know any better.