



Course Syllabus

EDUC 3300 .02	Lary Baker	larybaker@juno.com
COURSE NUMBER AND SECTION Topics In Education Economics For Educators	INSTRUCTOR SP	E-MAIL ADDRESS 3
COURSE TITLE Webster Hall	TERM	CREDIT HOURS

SITE

1. **Course Description: (provide details of student focus, rationale, scope, and prerequisites)**

The course will include the study of important micro and macro economic concepts as they relate to the ways that help explain how our economic system operates. Specifically, students will learn how scarcity, supply and demand, trade offs, opportunity costs, elasticity, the role played by the Federal Reserve Bank, and foreign trade all play a significant part in a market system.

2. **Learning Outcomes: (goals, objectives, course outcomes, etc.) Identify any MOSTEP or professional standards that are met by each learning outcome.**

Students will be able to demonstrate how both supply and demand function in a market system.

Students will be able to analyze the importance of voluntary trade and how it benefits all parties to economic transaction.

Students will be able to interpret graphs, charts, and other forms of data needed to become economically literate.

3. **Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.**

Economics for Educators will consist of weekly homework assignments, chapter or unit exams, a mid-term and a final exam. Homework will be collected and graded. Students are expected to attend all classes.

The Missouri Show-Me Standards are addressed within the content of this course. Identification of specific standards are included within course assignments. Integration of

Missouri Assessment Program (MAP) standards and grade levels will be integrated into this course when appropriate.

<u>CONCEPT</u>	<u>PROCESS STANDARD(S)</u>
Scarcity	Identify problems related to unlimited wants
Supply and Demand	Law of supply, law of demand, shifts in demand, shifts in supply, elasticity of demand and supply
Trade Offs	Evaluation of Adam Smith's view of markets
Opportunity Costs	Weighing the costs and benefits associated with alternative choices

4. Resources:

Text(s): The Study of Economics, Turley Mings

Supplemental Readings: (list and indicate how these are to be used)

Audio-visual/other: Video, Eye of the Storm, The Federal Reserve Bank

5. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

- a) Homework 50%
- b) Mid-Term Exam 25%
- c) Final Exam 25%

6. For those students wishing to qualify for an A+ grade, select from the following book list.

Assignment: Read one or more books from the list. Write a three to five page analyses of the book that includes information about the author, thesis of the book, sources used by the author, who is the intended audience, what you learned from reading the book.

- 1. Fast Food Nation, Eric Schlosser
- 2. Memoirs, David Rockefeller
- 3. Globalization and Its Discontents, Joseph Stiglitz
- 4. The Lexus and the Olive Tree, Thomas Friedman
- 5. The End of Affluence, Jeffrey Madrick
- 6. The Age of Diminished Expectations, Paul Krugman
- 7. The Agenda Inside the Clinton White House, Bob Woodward
- 8. Wealth and Democracy, Kevin Phillips
- 9. Capitalism and Freedom, Milton Freedman

NOTE; Papers will not be available for pick up from the School of Education Office.

- This syllabus is subject to change at the discretion of the instructor.**