



Course Syllabus

COURSE NUMBER: 3300	COURSE TITLE: Topics In Education Economics For Educators	TERM: SP 1
SITE: WEBH	INSTRUCTOR: Lary Baker CONTACT INFORMATION: Email: larybaker@sbcglobal.net	CREDIT HOURS: 3

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:

Course Outcomes	Program Goals	SOE Goals, SOE Dispositions, and MoSTEP/Prof Standards Addressed
1. Students will be able to demonstrate how both supply and demand function in a market system.	Based on inquiry and scholarship, demonstrate advanced knowledge of the specialty areas in the Social Sciences and their development as a member of a diverse community.	MoSTEP Standards: 1, 2, 3, 4, 5, 6 MoSTEP Benchmarks: 1a, 1b, 1c, 2a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 6a, 6b, 6c, 6d
2. Students will be able to analyze the importance of voluntary trade and how it benefits all parties to economic transaction.	Based on content, current events, best practices, research, and theory, engage in continuous reflection of learning, content areas, and instructional strategies that are responsive to Students' thinking, prior experience, and interactions in our world	
3. Students will be able to interpret graphs, charts, and other forms of data needed to become economically literate.	Through collaboration with colleagues, parents, counselors, and community resources, reflect on the roles that educators take as leaders of change and how the social sciences impact these interrelationships to foster community action	

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.

3. RESOURCES:

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

Supplemental Readings: Weekly class handouts to be used for class discussion.

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

Selected videos will be shown during each class. Information taken from videos will be included on each examination.

4. EVALUATION:

Assessments	Links to Course Outcomes	Percentage of Grade
Class Participation	All outcomes	10%
Mid-Term	Demonstrate an understanding of economic concepts	20%
Final Exam	Demonstrate knowledge of major economic concepts	20%
Homework	Demonstrates an understanding of the class material	50%

GRADING SCALE: A = 90%+ | B = 80%-89% | C = 79% or below [Attendance will be included in class participation].

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.

- Fast Food Nation, Eric Schlosser
- Memoirs, David Rockefeller
- Globalization and Its Discontents, Joseph Stiglitz
- The Lexus and the Olive Tree, Thomas Friedman
- The End of Affluence, Jeffrey Madrick
- The Age of Diminished Expectations, Paul Krugman
- The Agenda Inside the Clinton White House, Bob Woodward
- Wealth and Democracy, Kevin Phillips
- Capitalism and Freedom, Milton Freedman
- The Earth is Flat, Thomas Friedman

Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SOE OFFICE.

6. ACADEMIC HONESTY POLICY:

Students at Webster University are expected to practice academic honesty.

Avoiding Plagiarism

Plagiarism is intentionally claiming that another person's work is his/her own or implying that another person's work is his/her own (through inadequate or inaccurate citations of reference material.)

Students:

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

Consequences of Academic Dishonesty:

(Instructor may list specific consequences here)

For further information about the consequences of academic dishonesty please consult the Webster University Student Handbook.

5. ACCESSIBILITY/ACCOMODATIONS POLICY:

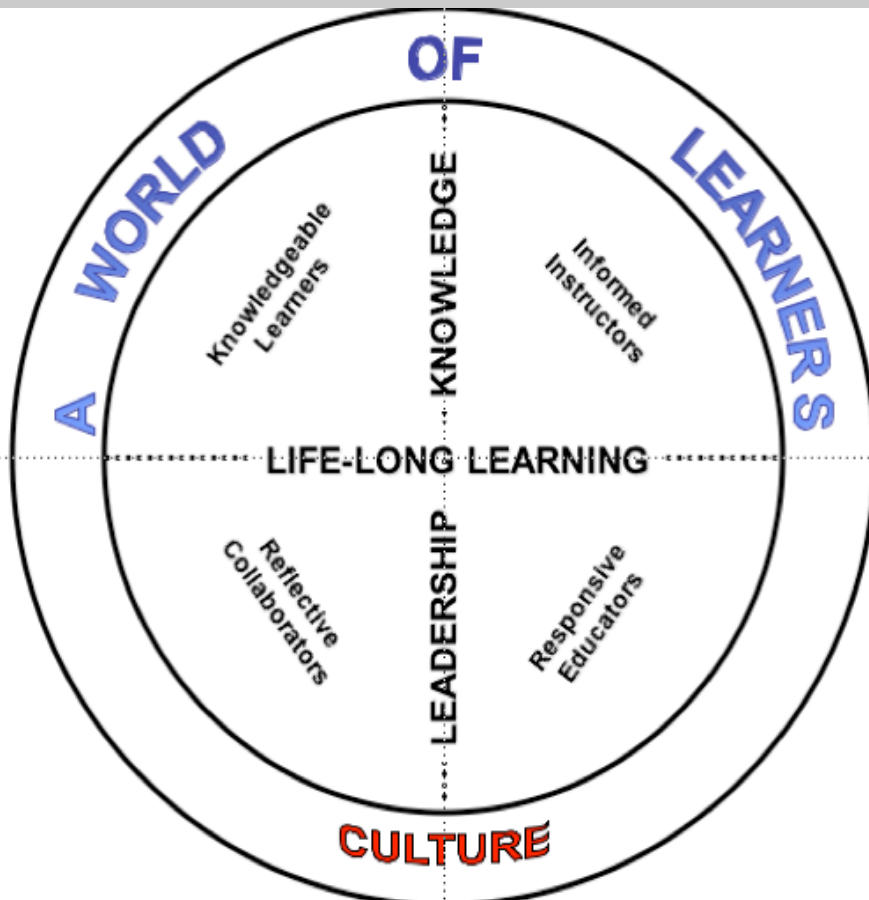
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

WEBSTER UNIVERSITY
SCHOOL OF EDUCATION

Vision: " . . . We all must work to make this world worthy of its children." (Casals, 1970)

Mission: The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

Theme: Developing a world of learners through knowledge, leadership, and life-long learning.



The universal mandala (a circle with intersecting vertical and horizontal lines) graphically represents the conceptual framework of the School of Education. The outer circle provides the framework for a "world of learners" in cultural settings. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts. Each quadrant represents one of the school's four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
 - 1.2 applies tools of inquiry to construct meaningful learning experiences;
 - 1.3 identifies developmental factors in student learning; and
 - 1.4 understands theoretical principles of effective instruction to plan learning experiences.
2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

The informed instructor:

- 2.1 designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
 - 2.2 understands and uses a range of instructional strategies;
 - 2.3 uses a variety of communication modes, media, and technology to support student learning; and
 - 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.
3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
 - 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
 - 3.3 seeks relationships with families and students to support student learning; and
 - 3.4 initiates change that benefits students and their families.
4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

Dispositions:

NCATE defines dispositions as "the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. " (Professional

Standards, p. 53) There is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self
 - 1.1 Understands and respects that s (he) may be different from others
 - 1.2 Embraces an openness to change (adaptability, flexibility)
 - 1.3 Exhibits curiosity
 - 1.4 Engages in reflection

2. Understands and Respects Others
 - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
 - 2.2 Exhibits empathy
 - 2.3 Commits to fairness and honesty
 - 2.4 Listens respectfully to other points of view

3. Understands and Respects Professional Communities
 - 3.1 Commits to professional behavior in university and school cultures
 - 3.2 Practices informed decision-making in university and school cultures
 - 3.3 Communicates and collaborates in university and school cultures
 - 3.4 Accepts academic rigor (willingness to work/ high expectations)
 - 3.5 Affects change with courage and confidence

(Attach Specialty Program Area Professional Standards, MoSTEP General Standards, and MoSTEP Subject specific competencies if desired).