

Economics

Course syllabus
2014-2015

Mr. Grieve
Dayton Regional STEM School
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Available times:

**Please email me to set up a time to meet before/after school or during advisory*

Website: <http://pilot.wright.edu>

➤ **Text:** Many sources will be utilized in this class, including websites, journal articles, magazines, books, and materials developed by the class as a whole.

➤ **Materials Needed:**

1. NetBook (charged and ready to go upon arrival to class)
2. Paper
3. Pencils and Pens (blue or black ink only)
4. Spiral-bound notebook to take notes in and to respond to Current Events

➤ **Course Description:**

During this course, students will learn about how individual and societal decisions allocate the world's scarce resources. Recognizing that we live in an interdependent world, the goal for this course will be to prepare students for living in a truly global economy by giving them the tools necessary to make informed decisions about micro- and macro-economic issues. This will be accomplished by studying economic models, historic and contemporary economic thought, contemporary national and global issues, and personal finance. Special emphasis will be placed on making rational economic decisions using sound reasoning and good research.

➤ **Learning Targets**

1. **Economic Fundamentals:** Students will learn how market scarcity, supply and demand, and how different economic systems answer the three fundamental aspects of all economies: What to produce; How to produce it; and Who gets it.

2. **Economic Decision Making and Skills:** Students will learn that economists use multiple measures to analyze markets and students will become proficient in using such measures to arrive at economic conclusions. Indicators include macro and microeconomic ones, as students will learn how to read indicators ranging from GDP to stock market reports.

3. **Government and the Economy:** Students will learn the impact that government policy has on a nation's economy, including the type of economic system utilized by a country's government, fiscal policy decisions regarding how to allocate governmental resources, and monetary decisions on setting interest rates and moderating the business cycle. Students will come away with an understanding of how decisions made by central bankers, politicians, and voters has a profound impact on the strength of the economy.

4. **Global Economy:** Students will understand the impact globalization and interdependence has had on how resources are allocated globally, and how events around the world can have an impact on other nations, states, cities, and individuals. Students will learn about key groups and trade agreements, such as the WTO, the EU, NAFTA, and AESEAN (to name a few), all of which influence global trade in myriad ways. Students will come away with an understanding of the progress and challenges brought about by liberalization of trade and be able to articulate their own opinion on the positives and negatives of this phenomenon.

5. Working and Earning: Students will understand that employment provides a means of creating personal income and will learn about the various factors that go into the level of income or compensation they receive. Students will also learn how to read earning statements, including where payroll taxes and other deductions from their paychecks go.

6. Financial Responsibility and Money Management: Students will learn that personal goals are reached most effectively through research based upon reliable information and using rational economic thought. Students will learn how to do a cost benefit analysis taking into account opportunity cost, as well as how to budget their resources and invest in stocks, CDs, and bonds. Students will also learn how to calculate the true cost of an item, such as a mortgage or buying something with a credit card and paying only the minimum amount.

7. Saving and Investing: Students will learn how to save and invest wisely along with strategies to help them prepare for retirement and build wealth over time. Students will also learn the advantages and disadvantages of different types of investments, as well as how to calculate compound interest. Special emphasis will be placed on savings as a way to prepare for financial hardship, such as a financial crisis or personal loss of income.

8. Credit and Debt: Students will learn how to use debt responsibly to achieve personal financial goals, such as owning a home or purchasing a car, as well as how to build up their person credit worthiness. Students will understand the factors banks and credit ratings agencies look at when determining whether or not to lend them money, as well as different types of credit and debt and how they are used.

9. Risk Management: Students will learn about the various types of insurance that are available to them and how these types of insurance can protect them against losing wealth or incurring loss. Students will also learn how to protect themselves against identity theft and the steps they can take to reduce their risk of having their identities stolen.

10. Incentives: Students will learn the multiple ways in which people respond to incentives and begin to bridge the gap between economics and psychology by understanding concepts like the Invisible Hand, Prisoner's Dilemma, Tragedy of the Commons, etc. Students will be able to use these concepts to explain current events.

Economics

Classroom Procedures/Responsibilities

Mr. Grieve

In order to ensure your rights are not violated and that you are able to fulfill your responsibilities as students, there are a set of procedures for the following situations that will help ensure everyone's rights are upheld.

1. **When I ask for everyone's attention or am addressing the class:**
 - a. Stop whatever you are doing and focus your attention on me. This means you stop all side conversations and suspend whatever you are working on. *****This is my number one rule; follow this and we won't have any discipline problems.**
2. **Entering the classroom:**
 - a. Walk quietly into the room and take your seat without shouting to members of the class across the room.
 - b. Get out your notebook/netbook, take assigned seat and remain seated until otherwise instructed. This is also the time to get out your HW that is due that day.
 - c. Follow posted directions; Daily Preps will be located on the front screen or board depending on the day.
 - d. Students who are tardy 3 times will receive a lunch detention, and will receive one lunch detention for each tardy after the initial 3. Students who come to class unprepared (**including failure to come to class with a fully charged and functioning netbook for reasons other than technological ones**) will also be counted as tardy. *****If you come to class tardy, do not make a scene about your tardiness and simply sign the "Lunch Club Sign-up Sheet" located on the bulletin board outside of the classroom. Failure to enter the classroom without disruption will result in an automatic lunch detention.**
2. **Hall Passes:**
 - a. Reasonable requests must be made during appropriate times- (before class, during activities).
 - c. Only one student may leave the room at a time.
3. **Class dismissal:**
 - a. Remain in the classroom until Mr. Grieve dismisses the class. I try to pay very close attention to the time and will do my best to ensure that class does not run over, so please don't remind me what time it is unless we are past the time for release.
4. **When you need supplies:**
 - a. It is your responsibility to provide your own supplies for each class. Students should come to class with something to write with, their spiral-bound notebook, and their netbooks. If there is an emergency, however, supplies will be located along the sidewall next to the door, including a supply of pencils and paper.
 - b. ***If people abuse the system or fail to return supplies at the end of class, a system of penalties for failure to come prepared to class may be implemented, so please do your best to come prepared.**
5. **When Mr. Grieve is absent:**
 - a. All classroom expectations/rules apply.
 - b. **No hall passes will be issued.**
6. **When we have visitors (whether in-school or out-of-school):**
 - a. Stay on task and treat them with respect. Special attention should be paid to rules and procedures so as to make a good impression on them of what our school is like.
7. **When working in groups:**
 - a. You are expected to work together to accomplish tasks, not split up the work so that one of you understands half the material and the other does not.
8. **When you finish your work early:**
 - a. Work on late assignments, do homework for another class, read a book or magazine (I have some if you'd like) but **do not distract others who are still working or you will be given more work to do yourself!**
 - b. *****My biggest pet peeve is students not using class time effectively, most of my HW is simply work you do not finish in class, so do not waste the valuable class time you are given to work on your assignments, or I will stop giving you time to work on HW at all and simply assign more to be done at home!**
10. **During class discussion**

- a. Classroom discussions will take one of the biggest chunks of our class time. During classroom discussion I expect you to pay attention not only to me but also to your fellow classmates. Your ideas are welcome and strongly encouraged (and at times required). That being said, if you feel you are hogging all of the discussion time or I indicate to you that I want to hear others' comments, please be respectful and give up the floor without having to be asked. ***Most importantly: no one's ideas, beliefs, or opinions will be belittled or demeaned. This is strongly enforced.***

Class Responsibilities

1. **Adhere to the Classroom Expectations and Procedures**
2. **Assessments: There are four types of learning targets for which you will receive a grade. They are as follows.**
 - a) ***Knowledge:** Fact-based assignments. Most of our homework will be under this category, as will much of our tests/quizzes.
 - b) ***Reasoning:** Thought process-based assignments, such as essays, which look at your ability to make sense of the knowledge you've gained.
 - c) ***Skills:** These are assignments that *demonstrate* your learning and abilities, such as your communication abilities. This could include making presentations, writing papers, participating in Socratic Seminars, etc.
 - d) ***Product/Project:** These types of learning targets combine all three skills and include things like cooperative group work, our podcast project, our budgeting project, etc.

Note about tests: Tests will always be announced, but will vary depending on the number of projects assigned. There will also be a cumulative exam at the end of the semester.

***Many assignments will have a mix of different assignment types.**
3. **Participation:** You are expected to participate in all aspects of this course. Being absent will result in you being unable to participate in class activities and discussions, which may result in your lack of understanding of a concept or idea, so *try very hard not to be absent!*
4. **Work Assignments:** You are expected to give your best in and out of the classroom. I expect 100% effort on all work you do, **whether it's being graded or not! Please do not ask me if something is going to be graded, as this will result in me more than likely issuing a grade for it!**
5. **Plagiarism: Students found copying work that is not their own will receive zero credit for the assignment and are subject to further consequences. See the Student Code of Conduct for more information on plagiarism. (Plagiarism includes copying the work of other students).** For more information on my ability to catch you plagiarizing or my enforcement of this policy, there are a number of current 11th grade students to whom I could refer you.
6. **Late Work:** All work will be accepted, and indeed is required to be turned in. In some cases (such as an excused absence) it may be possible to turn in your work without a reduction in points. For other cases, see the late-work policy below. **Unexcused absences or any late work that was not completed by the due date can and should be turned in for a maximum of 70% within 1 week after it was due. Please check Pilot for any missed assignments before asking me what we did. If it's not posted online I will give you the work before school or after school or during lunch. Make-up tests and quizzes must be scheduled before or after school.**
7. **Makeup Work:** It is the **responsibility of the student** to request, complete, and turn in all work that is missed during an absence from class. You will be allotted **one day for each day missed- plus one-** in order to turn in your work. If your absence is excused you will be given full credit for the missed work, assuming

that it has been turned in on or before the adjusted due date. ***If you upload something to Pilot after the original due date for any reason (whether a quiz or an assignment), you MUST EMAIL ME to let me know you have submitted it, otherwise I do not check Pilot for late/missing assignments.***

- 8. Grading:** Your grade will be determined through a combination of class participation/class work, projects, and homework, as well as quizzes and tests. Mr. Grieve will utilize the following grading scale outlined below:

Your grades will be weighted and calculated by Progress Book using the following weight system:

90-100	A
80-89	B
70-79	C
69 or below	F

PLEASE DO NOT ASK ME ABOUT YOUR GRADE DURING CLASS TIME. All students can track their grades in all of their classes via Progress Book, and I will do my best to keep grades as current as possible.

***You should also keep all of your assignments/handouts/readings/projects/tests/quizzes, etc. that have been returned to you in your binder to help you prepare for any quizzes, tests or projects, as well as serve as a backup in the unlikely event a grade has not been entered or has been entered incorrectly into Progress Book—**DO NOT THROW ANYTHING AWAY!**

- 9. Revising your work:** In line with the 5 qualities we promote at DRSS, I encourage students to revise their assignments in order to achieve the highest grade possible. All work that is returned to you may be revised for up to a 90% provided that you meet the following requirements:
- Your initial submission of the assignment was turned in on-time*
 - You make a good faith effort to complete the initial assignment to the best of your ability (to be determined by me)*
 - You revise everything I ask for so I don't have to re-grade the same mistakes twice*
 - You come to me with questions about material you do not understand*
 - Your re-submission is turned in no later than 1 week after it is handed back to you*
 - If it is a test w/multiple choice, explain **why** you got the question wrong or **why** the answer you have chosen is the right one.*

Students who do not meet the above requirements will only be able to turn their assignment for a maximum of 70% as outlined in the late-work policy above.