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Winter 1-18-2012

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NAME: Jim Charkins
DEPARTMENT: Economics
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DATE SUBMITTED: January 18, 2012

Title of Grant Award: Economics in the Classroom and on the Web
Course Development Grant (Summer, 2008)
Project Goal: To put Econ 311: Economics in the Classroom online for implementation in Fall 2008
When Implemented (Quarter the course was taught): Fall 2008

Brief Description of the Project (as described in the proposal)

The purpose of Econ 311 is to acquaint liberal studies students with the economics that is taught in the K-8 classroom, as outlined by the California History/Social Science Standards. The course is taught to about 110 students each quarter. The purpose of this project is to put this course online so that students will be able to take advantage of current technology to learn more conveniently, to learn more, and to learn more easily. All of the lectures in the course have been taped. Now the task is to edit those tapes, construct the reading materials to accompany them, combine parts of the taped lectures with the reading materials so that students can learn seamlessly from 15 – 20 “learning modules” that include objectives, text, parts of lectures, games, plays, children’s literature, and post-tests, all available online and in print. Students taking the course online will be given the TRC questionnaire.

How the Project was Implemented (including how it differed from original plan)

We did exactly what was proposed with the exception of the TRC questionnaire and the open chat room which proved unmanageable. An alternative questionnaire, developed by the instructor, has been used along with the normal CSUSB course evaluations. The course has been offered online twice a year since fall 2008 along with the inclass course which is offered every quarter including summer. Students appear to be grateful to take the class online and are particularly happy to be able to review lectures, powerpoints, study guides and all other online components of the course. There are five homeworks, five short exams, a paper and a final. With the exception of one homework and the final, all assignments are done online, even in the face to face course. One student commented, “Any instructor who is going to develop an online course should use this as a model.”

Results of the Project:

The course is oversubscribed every quarter that it is offered. As hoped, it provides a service to many of our students whose schedules are less flexible than others or who live a great distance from the campus. Grade distribution is not significantly different from face to face Econ 311 classes.

Additional Comments (Lessons Learned, Insights, Future Plans, etc.)

This seems like an extremely efficient way of helping students learn the material. As mentioned, many students are happy to be able to review all of the material at their convenience. This has proved useful to students who are in the face to face class also. Attendance in the face to face (where enrollment is usually over 100 students) is definitely lower since all of the material have been available online, but I actually see that as a good thing. If students can learn the material online, we are providing another valuable asset to all learners. This course has proven to be a valuable asset to the Economics Department and to our students. It is a win/win.

In terms of future plans, the course continues to evolve and the syllabus changes from quarter to quarter (hopefully for the better). I have not given up on the open chat room, but have not yet found a way to do it efficiently.

This is the current syllabus for Econ 311

Economics 311
Teaching Economics in the K-8 Classroom

Winter 2012

Dr. R. J. Charkins
SB 451
909 537 5494

jcharkins@ccee.org
rcharkin@csusb.edu

Office hours T 9:30 – 10:30

Assistant: Jacqueline Carillo
537 5511

How to succeed in Econ 311

We have attempted to provide many different ways for you to learn the material, including:

- Study Guides.
- Online text and video for every lesson (You must install Flash Player if you do not already have it. The link you need is this: http://www.adobe.com/go/EN_US-H-GET-FLASH)
- PowerPoints for every lesson

The Blackboard course includes announcements, syllabus, assignments, PowerPoints, study guides, and human capital and decision making tools. It is a good idea to familiarize yourself with each of these sections. The first thing I would do is to go to the course on Blackboard (Econ 311, Winter 2012) and look at the different sections to see what's there. Read the syllabus carefully. **Check often for announcements.**

Here is the process to follow to succeed in the course.

1. Pay attention to the Objectives for each lesson. (They are in the PowerPoints and in the Study Guides.)
2. Read the study guide for each lesson.
3. Go to the PowerPoints and study them.

4. Go to “Lessons” in the course on Blackboard and go through the lesson. Notice that each lesson has many pages. Don’t just read the first page and think that that is all there is. Go through the lesson with the PowerPoints by your side.
5. Check the “Assignments” section to be sure that you know what assignments are due and when.
6. Homework 2 must be submitted to me by email. Send it to both of the email addresses below. Do NOT submit them via Blackboard. All other assignments should be completed on Blackboard.

Communication:

If you have any confusion, be sure to contact me by email:

jcharkins@ccee.org

rcharkin@csusb.edu

My phone number is 909 537 5494. I am on campus most days. If I will be away for any length of time, I will post an announcement on Blackboard.

Goals of the Course

1. Familiarize you with the California History/Social Science Standards relevant to the K-8 classroom. (https://www.ccee.org/wp-content/uploads/downloads/OTHER_PDFS/CA_Standards_brochure.pdf)
2. Enable you to:
 - identify the economic principles in any children’s book
 - explain the role of international trade in the growth of empire
 - use supply and demand to analyze historical events
 - use benefit/cost analysis to explain historical events
3. Prepare you to help your students:
 - participate effectively and productively in the global economy of the 21st century, and
 - use economic reasoning and information about the economy to analyze the human experience, and
 - use select tools to recognize the value of their human capital, and
 - learn by doing. (Tell me; I will forget. Show me; I will remember. Involve me; I will use it.)
2. **Text:** There is no text for the course; the study guides are your assigned readings. You will also want to familiarize yourself with the Economics in the California History/Social Science Standards. (https://www.ccee.org/wp-content/uploads/downloads/OTHER_PDFS/CA_Standards_brochure.pdf)

You may also obtain a hard copy of this publication from my office (SBS 451).

Pedagogy: This course is designed to help you integrate economics into your curriculum, as outlined by the California History/Social Science Standards. In order to do so, various pedagogies will be modeled. You will learn to use literature, plays, puppets, simulations, and other pedagogical tools to help your students use economic analysis in their personal decisions.

Blackboard: If you are unfamiliar with Blackboard, let me know and I will get you the necessary instruction. Students' Blackboard username and password are the same username and password you use to log onto the MyCoyote website. In other words, you are using the same username and password on Blackboard that you use to log onto MyCoyote.

The website address for Blackboard is: <http://blackboard.csusb.edu>. The course is Econ 311 Winter 2012 Section 70.

Some Blackboard Cautions:

- Avoid doing assignments on a wireless connection. It is easy to lose the connection and then you are lost!
- Once you hit “save and submit” take your hands off the computer. Be patient. Do not go back and click again. If you do so, you will lose everything you have done.
- Have a timer by you when you are doing the assignment. If you go beyond the allotted time, BB will not kick you out, but it will also not grade your work.

Exams: There will be five short multiple choice exams during the course and a final which is comprehensive. The five exams will be taken online, the final will be taken in class on March 20.

Historical Benefit/Cost Analysis Exercise:

In teams of four, you will develop an example of benefit/cost analysis for an historical choice. For specific directions on this activity, go to “Historical Decision” under the “Assignment” Section in Blackboard.

Homework:

There will be five homework assignments during the quarter. They are worth a total of twenty five points. See “Homework” in Blackboard under Assignments for more detailed instructions.

Your grade:

5 exams	40 points
5 homeworks	25 points
Historical analysis	10 points
Final	25 points

The grading scale

94 - 100	= A	74 - 76	= C
91 - 93	= A-	71 - 73	= C-
87 - 90	= B+	67 - 70	= D+
84 - 86	= B	64 - 66	= D
81 - 83	= B-	61 - 63	= D-
77 - 80	= C+	0 - 60	= F

Please note: If you are in need of an accommodation for a disability in order to participate in this class, please contact Services to Students with Disabilities in UH-183, 909-537-5238, ssd@csusb.edu.

Due dates

Homework 1 **Wednesday January 18, 11:30 PM Blackboard**

Exam 1 Sunday, January 22, 11:30 PM Blackboard
Homework 2 Wednesday, February 1, Submitted via email
Exam 2 Sunday, February 5 Blackboard
Homework 3 Wednesday, February 15, 11:30 PM Blackboard
Exam 3 Sunday, February 19, 11:30 PM Blackboard
Homework 4 Wednesday, February 29, 11:30 PM Blackboard
Exam 4 Sunday, March 4, 11:30 PM, Blackboard
Homework 5 Wednesday, March 14, 11:30 PM Blackboard
Exam 5 Sunday, March 18, 11:30 PM Blackboard

Tuesday, March 20, 10 AM in class

Final exam

Historical Decision

Course Outline

Weeks 1 and 2 January 9 – January 22

Welcome to Economics
 Goals
 Resources, Economics
 Human Capital
 Learning, Not Teaching
 School is an Investment in Human Capital

Lesson	Power Point	Study Guide	Books
Welcome to Economics	Welcome Goals	Welcome to Economics Goals Resources	<u>Let Me Do It</u> <u>A Chair for My Mother</u> <u>The Little Engine that Could</u> <u>The Tortilla Factory</u> <u>Mike Mulligan and His Steam Shovel</u>
Human Capital	I am Human Capital	Human Capital	<u>Aunt Minnie McGranahan</u> <u>Speak English for Us, Marisol</u> <u>A Day's Work</u> <u>Peppe the Lamplighter</u> <u>Tops and Bottoms</u>
Learning, not Teaching	Learning, Not Teaching	Learning, Not Teaching	<u>Miss Nelson is Missing</u> <u>Thank You Mr. Falker</u>
	School Invest Human Capital		<u>Tomás and the Library Lady</u> <u>More than Anything Else</u> <u>Richard Wright and the Library Card</u> <u>Jamal's Busy Day</u>

**Homework 1
Exam 1**

**Wednesday January 18, 11:30 PM Blackboard
Sunday, January 22, 11:30 PM Blackboard**

Weeks 3 and 4 (January 23– February 5)

- Benefit/Cost Analysis (1) Alternatives
- Benefit/Cost Analysis (2) Advantages and Disadvantages
- Benefit/Cost Analysis (3) Choice
- Benefit/Cost Analysis (4) Opportunity Cost
- Benefit/Cost Analysis (5) Decision Making

Lesson	Power Point	Study Guide	Books
Alternatives, Advantages and Disadvantages	Alternatives	Alternatives	<u>Way Out West Lives a Coyote Named Frank</u> <u>Tight Times</u> <u>Mr. Tanen’s Ties</u> <u>Gettin’ Through Thursday</u>
Alternatives, Advantages and Disadvantages	Consequences	Advantages and Disadvantages	<u>The King, the Mice, and the Cheese</u> <u>I Wish that I had Duck Feet</u> <u>Jalapeno Bagels</u>
Choice and Cost	Choice	Choice	<u>Helga’s Dowry</u> <u>Ferdinand the Bull</u> <u>Tops and Bottoms</u>
Choice and Cost	Cost	Opportunity Cost	<u>Rag Coat</u> <u>A Day’s Work</u> <u>Big Squeak, Little Squeak</u> <u>Uncle Jed’s Barbershop</u>
Decision Making	Benefit/Cost Analysis	Decision Making	<u>Rag Coat</u> <u>Erandi’s Braids</u>

**Homework 2
Exam 2**

**Wednesday, February 1 Submitted via email
Sunday, February 5 Blackboard**

Weeks 5 and 6: February 6 – February 19

- Specialization in Production, Exchange
- Ancient Trade
- The Market System
- Supply, Demand, Relative Scarcity, Relative Prices
- Changes in Supply and Demand (Moving Markets)

Lesson	Power Point	Study Guide	Books
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Production, Specialization, Exchange	Production and Exchange	Specialization And Exchange	<u>Mama Provi's Pot of Rice</u>
Ancient Trade	Ancient Trade	Ancient Trade	
Rel Price, Rel Scarcity	The Market System, Price, Relative Scarcity	Supply, Demand, Relative Scarcity, Relative Prices	
Moving Markets	Moving Markets	Changes in Supply and Demand (Moving Markets)	

Homework 3 **Wednesday, February 15, 11:30 PM Blackboard**
Exam 3 **Sunday, February 19, 11:30 PM Blackboard**

Weeks 7 and 8: February 20 – March 4
Maritime Exploration: For God, Gold, and Glory
Money and Inflation

Lesson	Power Point	Study Guide	Books
Maritime Exploration (Spice Trade)	Spice Trade	Spice Trade	
Money and Inflation	Money	Money	

Homework 4 **Wednesday, February 29, 11:30 PM Blackboard**
Exam 4 **Sunday, March 4, 11:30 PM, Blackboard**

Weeks 9 and 10: March 5 – March 18
American Revolution

Lesson	Power Point	Study Guide	Books
American Revolution	American Revolution	American Revolutio	<u>Can't You Make Them Behave, King George</u> <u>John, Paul, George, and Ben</u>

Homework 5 **Wednesday, March 14, 11:30 PM Blackboard**
Exam 5 **Sunday, March 18, 11:30 PM Blackboard**

Final Exam and historical decision Tuesday, March 20, 10:00 AM