

**Economics 4140 Syllabus Mr. Johnston - Room 121 Spring 2010**

**Phone:** (817) 949-5844      **E-Mail:** tjohnst@cisdmail.com

**Conference Hours:** 4th Block A-Days/6th Block B-Days

*Tutorials Tuesdays and Thursdays mornings and after school by appointment.*

QUIA Economics Course Website: <http://www.quia.com/pages/tjohnston12/page1>

**Scope of Course:** Economics is a very important and integral part of all of our lives regardless of age, background, gender, culture, or profession. Consequently, in order to understand the myriad of news articles, political platforms, laws passed (local, state, national), as well as international economic issues you are exposed to each day, we will spend a great deal of time learning the basics of macro and micro economic theory. However, for each theory discussed in class, you will be reading and discussing practical “real world” applications of the theory. Perhaps more importantly, we will discuss how the material learned may benefit you now and in the future. Ultimately, I hope you'll be able to *apply* the principles of economics in the economic decisions you will make every day for the rest of your life.

**Textbooks:** You will be issued a school textbook to keep at home for the duration of the course. You must return the book in its original condition to be cleared for exemptions and academic records like report cards, transcripts, and diplomas. I will keep a class set of texts in my room for our on campus uses. Though you are free to check these and other classroom materials out for our use during the day, you must check them out through me by signing them out. Do NOT attempt to turn one of these in as your own - they are clearly labeled. You must turn in your textbook BEFORE I can clear you for exemptions. The cost to replace a textbook is roughly \$60.

**Readings:** You are responsible for reading and studying assigned chapters from the text, handouts and supplemental texts. *While some of the reading materials will be discussed in class, much of it must be covered through independent study outside of class.* Reading quizzes consisting of 10 to 15 questions based on your reading of the text and/or other handouts will be given *without notice* to encourage you to stay abreast of reading assignments. You will be given a number of supplemental readings in addition to your normal chapter handouts. Daily quizzes and major tests will come from these, as well as your class notes and discussions.

**Tests:** At the end of each unit, approximately 2 to 3 chapters, you will be given a major test. Individual chapter tests are not normally given to prepare you for the college course format. Expect 3 to 4 tests/evaluations/projects each six weeks. Your tests will be comprised of multiple choice, fill-in-the-blank, graphing, essay, and/or short answer. Test questions will come from your readings, as well as, from class lectures and discussions. Unit tests comprise 60% of your six weeks grade and are based on a 100-point scale. Tests are normally taken in-class, and are "open-note/open-worksheet" to encourage good note-taking in class, and to reward good organizational skills with handouts and activities. Please note that test questions are designed to test your *application* of the skills and terms in your notes, that you will *never find a test question verbatim in your notes*, and that a *lack of organization could be a hazard* to you on test day. Written and/or verbal reviews are completed before each test to better prepare students as they study. No curves will be given, and for this course test corrections will NOT be available; however, bonuses are available at different times during the term for participation in classroom activities, games and contests. Bonus points are *only* awarded up to 100 points - the balance of any leftover points will carry forward or be applied to another test.

**Daily Grades:** Quizzes, worksheets, and homework assignments will make up the majority of your daily grades. However, from time-to-time I will take a daily grade on class participation, group presentations, discussions, etc. Daily grades will comprise 40% of your six weeks grade. This semester, you will be allowed to use ALL of your daily work *during unit testing!* Because the tests are based upon applications of economics principles, you will not likely find tremendous amounts of duplication; however, having the

basic ideas on paper in front of you should help you remember the finer details as you apply them. So, it makes sense to stay current regarding your daily work - the more "tools" you have complete and corrected, the better you'll do on major grades. Because you are expected to keep up with many of your graded papers, quizzes and homework assignments until the day of the test, some kind of binder or notebook is recommended. In many cases, I may not record grades until you turn them in on the day of the test; therefore *a lost paper equals a zero* unless other arrangements can be made. Organize your work - keep it safe!

**Major Grade Projects:** You will frequently be asked to use the internet as a resource in many of your lessons, so *please sign the CISD Acceptable Use Policy (AUP) to make certain that you have a login/password for using the school district's computers.* Subsequently you will submit your findings to me in written form, and will present your product and findings for some projects to the class in a presentation. Smaller research projects may be assigned from time-to-time. You will also be assigned current event projects, editorial cartoon assignments to extend the curriculum taught in class. A series of Socratic seminar-style discussions on current event topics will be planned to extend and connect to the contemporary world in which you live. These projects typically count as one major grade for the six weeks.

**The Final Exam:** Please be aware of ALL departmental, campus, and district guidelines regarding exemption eligibility, including guidelines for tardies, absences, textbooks, fines and other infractions. Exemption is a privilege you must earn. Should you take the *comprehensive* final, it will be worth 20% of your final course grade.

**Attendance:** The nature and format of the course makes it imperative that you be in class every day. Some of the learning in your absence is virtually impossible to recreate on your own or in tutorial. However, you can minimize the problem by acquiring notes and missed material from another student. If you anticipate an absence, have a friend get info for you, or alert me ahead of time so that we can plan and keep you on track with this course. You will also be counted absent if you sign out early missing more than 20 minutes of instruction, so please plan accordingly. Teachers' classroom records will be used to determine exemptions. Students lose their exemption status on the third absence.

**Tardies:** If you arrive after the bell but within the first 10 minutes, you will be counted tardy by the teacher. If you arrive after the first 10 minutes, you will be counted tardy by the front office staff, and will have to pick up a blue admit slip to enter class. If you arrive after 20 minutes, you will be counted absent, and will have to pick up a blue admit slip to enter class. Please let me know if you are traveling between campuses on the attached signature sheet; however, realize that travel between campuses does NOT exclude you from receiving tardies. High numbers of tardies can seriously impact your ability to perform well in the course - you'll miss assignment deadlines, bonus point opportunities, and important announcements. Always ask for what you missed!

**Late Work:** Late work will not be accepted for any assignment according to CSH Social Studies guidelines for economics. Work is considered "late" if a student does not complete an assignment, and turn it in by the assigned due date/class period. Many due dates for daily work are given *verbally only*, so make sure you and a buddy are helping each other out by not missing these! This includes minor work such as worksheets and major work such as projects. Review the district policy for turning in work in the event of an excused absence.

**Makeup Work:** Makeup tests and daily quizzes for *excused* absences are to be completed by appointment. Make-ups must be completed within one week after you return to school. If this is not accomplished, the result will be a zero for that test or quiz. The responsibility for all makeup work is entirely the student's. Please note that major tests and project due dates are posted well in advance . . . excuses are not tolerated, especially if you intentionally miss the day before or the day of the test. *Make-ups for tests missed will be ALL ESSAY, even if you miss the test with an excused absence. Make-up essay tests are normally 10 questions worth 10 points each.*

**Academic Integrity:** Expectations for academic integrity are very high in the economics classroom, whether we are testing, quizzing, grading a homework assignment as a class, or working together to

complete an activity - at no time should you assume that cheating is "ok." Review this passage from the CSHS Student Handbook:

*Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or other supervising professional employee, taking into consideration written materials, observation, or information from students. Students found to have engaged in academic dishonesty shall be subject to disciplinary penalties as well as academic penalties.*

Be aware that for many organizations on campus, an offense here could mean a loss of membership or probation (NHS), not to mention the disciplinary action that according to district policy can be taken. Furthermore, it's simply not worth the self-disgust and worry . . . you'll respect yourself for doing what was right, even when no one was looking.

**Conduct Grades:** A grade of S will be awarded for normal classroom behavior. The grade of E is reserved for behavior that exceeds expectations. Three classroom infractions will move you into the N and U category. Classroom behavior expectations are as follows:

1. Be seated and ready to work when the tardy bell rings. *Some of the best stuff happens right up first!*
2. Bring only the necessary materials to class so that everyone has space to move about the classroom!
3. Respect the person who has the floor by remaining quiet while they speak. *Silence can be golden!*
4. Respect public and private property in the classroom. *The room is fun to be in, so let's keep it that way!*
5. Be polite and courteous to classmates and instructors. *Everybody gets stressed, but keep your cool!*

**Regarding cell phones, MP3s, I-pods, and PSPs in the classroom:** Students need to make note that during the 90-minute class, we have very little time for distraction. Passing periods and lunch offer plenty of time to check-in with anyone you wish; therefore, all devices must be switched off and silenced when entering the classroom. If a cell phone continues to go off, beep, or vibrate, if a student chooses to check texts/messages, or a student begins texting themselves, the phone will be taken away. As for MP3s, I-pods, and other personal devices, they are not be used while instruction is occurring in the classroom, and will be confiscated should they disturb the instructor, other students, or class activities in general. Students can retrieve phones and other devices at the end of the day in the front office after paying a \$15 fine.

**Field Trips:** Area facilities like the Bureau of Engraving & Printing and the Federal Reserve Bank in Dallas along with other key economic centers offer us a unique and valuable opportunity to explore. The cost per student is determined by transportation fees per trip, and must be paid ahead of time according to guidelines. These trips will most likely be scheduled for mid to late semester depending upon the instructional calendar, and are more likely to happen in the fall semester than the spring. Please follow all guidelines regarding grades, absences, tardies, and work missed in other classes as set forth by the district in order to ensure your eligibility.

**Materials:** It is suggested that you prepare yourself by purchasing the following materials, and bringing them with you to class each day. Though nothing is required per se, you must learn to keep up with your handouts, grades, assignments, etc. in preparation for your college career and coursework.

1. 1-1/2" to 2" Three-ring binder for organizing your work
2. Spiral Notebook (for note-taking), or loose leaf paper
3. Pencils for Scantron Testing
4. Black/Blue Pens
5. Calculator (any kind will suffice)
6. 2-3 Highlighters
7. Mapcolors (for graphing)
8. Notecards for vocabulary are suggested but not required.

*Use the space below to gather contact information about your classmates. Keep this in your binder for when you are absent, studying for tests, or needing some help with assignments.*

Name: \_\_\_\_\_ Phone: \_\_\_\_\_  
Name: \_\_\_\_\_ Phone: \_\_\_\_\_  
Name: \_\_\_\_\_ Phone: \_\_\_\_\_

**Scope & Sequence:** This is a short synopsis of the topics that will be discussed during the semester. The text for the course whose chapters are referred to below is *Economics: Principles in Action*, published by Prentice-Hall. "VBPF" references below indicate lessons selected from the Virtual Business® - Personal Finance Program for instruction on personal financial literacy and skills that accommodate classroom learning.

<u>1<sup>st</sup> Six Weeks</u>	<u>2<sup>nd</sup> Six Weeks</u>	<u>3<sup>rd</sup> Six Weeks</u>
<p style="text-align: center;"><b>UNIT ONE</b></p> <p>Chapter 1 – What is Economics?            Chapter 2 – Economic Systems            Chapter 3 – American Free Enterprise            VBPF Lessons 1,3,10,2</p> <p style="text-align: center;"><b>UNIT TWO</b></p> <p>Chapter 4 – Demand            Chapter 5 – Supply            Chapter 6 – Price            VBPF Lessons 6,4,5,17</p>	<p style="text-align: center;"><b>UNIT THREE</b></p> <p>Chapter 8 – Business Organizations            Chapter 7 – Market Structures            VBPF Lessons 13-16</p> <p style="text-align: center;"><b>UNIT FOUR</b></p> <p>Chapter 12 – Gross Domestic Product &amp; Growth            Chapter 13 – Economic Challenges            VBPF Lessons 7,11,8,9</p>	<p style="text-align: center;"><b>UNIT FIVE</b></p> <p>Chapter 14 – Taxes &amp; Spending            Chapter 15 – Fiscal Policy            VBPF Lessons 13-16</p> <p style="text-align: center;"><b>UNIT SIX</b></p> <p>Chapter 10 - Money &amp; Banking            Chapter 16 – The Federal Reserve &amp; Monetary Policy</p>
<p style="text-align: center;"><u>Socratic Seminar #1</u></p> <p><i>Topics in the past have included some of the following:</i></p> <p>*Governmental Economic Responsibility:  <i>How much is enough?*</i></p> <p style="text-align: center;"><u>AND/OR</u></p> <p><i>"The End of Cheap Oil: What happens now?*</i></p>	<p style="text-align: center;"><u>Socratic Seminar #2</u></p> <p style="text-align: center;"><u>AND/OR</u></p> <p>Corporate Research Project &amp; Presentation</p> <p style="text-align: center;"><u>AND/OR</u></p> <p>Stock Market Game</p>	<p style="text-align: center;">Research Presentation on Key Economic Indicators</p> <p style="text-align: center;"><u>AND/OR</u></p> <p>Editorial Cartoon Portfolio</p> <p style="text-align: center;"><u>AND/OR</u></p> <p>Virtual Business®            Personal Finance Project            "My New Career"</p>

# SYLLABUS SIGNATURE SHEET

*PLEASE SIGN THIS PORTION OF THE SYLLABUS AND RETURN TO MR. JOHNSTON. SIGNING BELOW MEANS THAT YOU UNDERSTAND ALL GRADING POLICIES, BEHAVIOR EXPECTATIONS, AND AGREE TO ABIDE BY THEM.*

## **I HAVE READ AND UNDERSTAND THE CONTENTS OF THIS SYLLABUS.**

BLOCK (CIRCLE ONE): 1ST                2ND                3RD                4TH  
   5TH                6TH                7TH                8TH

TEXTBOOK NUMBER: \_\_\_\_\_

**(The ACCESSION number is located on a white label on the inside of the back cover directly below the UPC-style symbol; it should begin with the numbers "1007.")**

## **And Now About You!**

*Though the following student information is optional, it would be a great help to me to know more about you earlier in the semester rather than later. I want to support you in your activities and encourage you to update us on team events, performances and accomplishments.*

E-MAIL ADDRESS FOR YOU: \_\_\_\_\_  
*(Very important as course information will only be made available to you via the QUIA website!)*

PARENTAL/GUARDIAN E-MAIL: \_\_\_\_\_  
*(Though parents will have access to grades on-line starting the 2nd 6-weeks, they may have questions or concerns before grades actually post.)*

Courses You are Taking This Semester: \_\_\_\_\_

Working this year? Where? How many hours a week?: \_\_\_\_\_

Traveling Between Schools Before or After Class?: \_\_\_\_\_

Extracurricular Activities (*Be specific ... "Band" means I won't know where to see you on the field at competition, "Football" means I don't know what position to watch, "Debate" means I don't know what you like to compete in! Club sports/spring sports count, as do clubs and organizations on or off campus!*): \_\_\_\_\_

College Plans at this Point? \_\_\_\_\_

Career Aspirations at this Point? \_\_\_\_\_

What are your specific concerns about doing well in this course? Detail any personal limitations (*time commitments, absolutely NO interest in economics, etc.*). Are there any "horror stories" have you heard about this class from other students? (*Perhaps I can improve your experience by planning ahead? Your comments are kept totally confidential, and will only be discussed if common responses from the class are received.*): \_\_\_\_\_

Tell me one "Pet Peeve" you have about school, classes or teachers in general that you would like to avoid this year (*I can't make any guarantees, but it helps me plan what NOT to do!*): \_\_\_\_\_

Give me one activity or project that you have completed prior to economics that you thought was really meaningful . . . or just plain fun . . . something you really enjoyed doing in a teacher's class: \_\_\_\_\_

STUDENT SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

PRINTED STUDENT NAME \_\_\_\_\_ (*... help me learn your handwriting - thanks!*) \_\_\_\_\_