



# 2018--2019 COURSE SYLLABUS

**ECONOMICS****(5 credits/semester) SXS 203****GENERAL INFORMATION**

Term and Year: Fall 2018

Name of Instructor: Brett Williams

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Class Website: <https://sites.google.com/site/economicswithmrwilliams/>**GENERAL COURSE OVERVIEW**

The course will develop students personal finance knowledge and skills, as well as provide context for understanding micro and macroeconomic developments including understanding of U.S. fiscal and monetary policy. Most importantly, students will gain understanding of and appreciation for the central tenet of Economics: that life is a series of choices, and that each choice individuals and firms make have costs and benefits. Students who begin to think in economic terms will enjoy greater success throughout their life in financial, business, and social spheres.

**TEXTBOOKS AND/OR REQUIRED READING**

O'Sullivan, Arthur; Sheffrin, Steven M. Economics: Principles in Action, Boston: Pearson Education, Inc., 2007.

**COURSE OUTLINE**

Content Area	Chapters	Dates
1. Introduction to Economics	1-2	1/29-2/16
2. Supply, Demand, Prices, Market Structures	4-7	2/28-3/16
3. Business and Labor	8-9	3/19-3/23
4. Measuring Economic Performance	12-13	4/2-4/13
5. Taxes, Fiscal, & Monetary Policy	14-16	4/16-4/27
6. The Global Economy	17-18	4/30-5/11
7. Personal Finance *	10-11	5/7-6/7

\*Economics is scheduled to finish at Christmas Break. We will be starting Advanced Placement United States Government and Politics with the new year. After the College Board A.P. U.S. Government exam on Friday, May 6th, we will be resuming Economics, wrapping up the CAP as well as working on a Personal Finance unit which will include the From Job to Career Project

**GRADING**

As the course will be reliant upon so many different styles of learning it is critical to pull these apart in the grading program to isolate specific strengths and challenges for each student. However, there will not be category weighting for these areas below. In other words, 10 points on a quiz is no different than 10 points for a homework assignment.

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below, along with the category weights for each.

Tests	MC Exams, Essays, Unit Presentations	30%
Quizzes	Quizzes (Oral, Fill-in, Short Answer, etc.)	15%
In Class Assignments	Close Readings, Worksheets, Smaller projects/presentations, *PACE Req.s, etc.	15%
Semester Projects	Debate project, Civic Empowerment Project	30%
Final Exam	MC, and Argumentative Essay	10%

\*Only students who are in PACE will be required to turn in those assignments.

## CLASSWORK/HOMEWORK POLICIES (Read carefully here students)

We will cover all that we can in class, but there will be a fair amount of reading, researching and writing outside of class as well. The bulk of the homework will be reading from the text. The rest of the homework will be devoted towards preparing for your debate project, the Civic Action Project, smaller class debates and presentations, as well as various writing assignments.

Chapter notes will not be collected this semester, but can instead be counted as an insurance plan for your exams. If you do each set of chapter notes for a unit, and turn it in on the day of the test, assuming you scored less than 90%, you can receive up to a 10% bump on your total score. The thinking here is that we are not all test takers, but special recognition is only deserved for those who take special steps in effectively preparing.

We will be moving very quickly, so get all your work in on time. Late work will receive zero credit. I understand things come up though, so in the event that you are not able to turn something in on time, please make sure you attach the Late/Incomplete Work form to your assignment before submitting it. You can find these on my website, in the left sidebar. Each student is able to use three per semester.

If you are absent, you have as many days as you were absent to make up the material. You are responsible for getting any assignments you missed. If you are turning in work late because you were absent, be sure to tell me so I can check it off rather than marking it late. I will not accept work on a unit of study after we have tested. You will also need to contact me if you are late on the day of a group presentation by phone or email and get clearance from attendance for illness, without these expect a 0. First and foremost though, please remember to communicate with me regarding your absences and/or inability to get work in on time. We need to work together this year, and the only way we can do that is if we are open and honest with each other.

## PROJECTS

### Debate Project

This project will require groups of four (two Pro, two Con) to debate on an assigned issue. The 9 different debate issues/ prompts can be found below in the directions for the Term Paper project. The format of the debate is Public Forum, and directions for this style can be found on my website. We will of course be discussing this format in class as well to help best prepare you.

1. Are government student aid programs driving up the cost of tuition?
2. Should California lower regulations on land developers to increase the supply of housing?



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3. Are public sector unions bankrupting state and local governments?
4. Should growth be the primary focus of our economic leaders?
5. Do government aid programs perpetuate poverty?
6. Are California's tax rates too high?
7. Should the Federal Reserve raise interest rates?
8. Should Congress support fair trade over free trade?
9. Does U.S. foreign aid stabilize global markets?

## Civic Empowerment Project

My goal with the Civic Empowerment Project is to empower students. Before doing so, we will be exploring what policy is, how it works, who is behind it, and how citizens can affect it. For this students will be working in groups of three to five working on research on a topic of their choice, conducting research on that topic, carrying out a larger public relations campaign to the larger community, as well as engaging community experts and finally exacting influence themselves on said policy. This project will be split between Economics first semester and A.P. U.S. Government second semester.

First semester components of the project will include

- |  |                        |
|--|------------------------|
| a. Identifying a problem in the community  | d. Proposal            |
| b. Narrowing the Problem                   | e. Thinking It Through |
| c. Analyzing the Importance of the Problem | f. Civic Action 1      |

Expect smaller projects throughout the semester as well. These will offer more class time preparation, and should not last more than 3-4 days.

All of these projects are group projects. These projects will require you to work as part of a diverse team. I am well aware of the challenges group work can pose, and will do what is in my power to mitigate some of those challenges on my end where I can. It's worth noting though that this is one of the primary areas many managers are saying is lacking among college graduates, according to an article in Fast Times in May 2016.

This last project will actually be scored in AP Government. It is a project that will be completed after the AP Government Exam on May 6th 2019.

## TESTS & QUIZZES

Quizzes will be given at least once a week. These quizzes could take a variety of different forms, and combinations of students. Sometimes, they may be questions involving matching, and other times they may be an oral vocabulary quiz for a group. All quizzes though will place special emphasis on the vocabulary terms, so please ensure you stay on top of those each unit. I have posted numerous resources on my website from Crash Course videos and unit plans to graphic organizers. These quizzes, in most cases cannot be made up. In order to prevent losing quiz points you can turn in a completed set of Cornell Notes on the assigned chapter by no later than Friday the week the quiz is given. Please label the notes clearly, so I can tell which quiz to exempt you for.

Tests will be given usually on Fridays. Tests also will range from multiple choice, short answer, fill in the blank, a combination of these, or even essays. The presentations will be done as a group in most cases.



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Tests can be made up Tuesday or Thursday mornings at 7:20 sharp. Note that the teacher may use an alternate test.

## TEST CORRECTIONS POLICY

Each student who scores below a 90% has the opportunity to make up some of the points he or she lost. They will need to come in on a Tuesday or Thursday morning, two weeks after the exam was administered, before 8 a.m. At that time they will look over the test, as well as the items they missed, indicate the answer they gave on a particular item, find the correct answers in their textbook, mark the answer on a separate sheet of paper, and the page they found the answer on. The purpose of this policy is not merely to give students a chance to raise their grade, but learn from the mistakes they made.

## BEHAVIOR EXPECTATIONS

Students are expected to be respectful, courteous, and civil at all times. The following are a few of the more notable expectations students will follow:

1. Be on time physically and mentally.
2. Treat others with respect at all times, especially when confronting ideas different than your own.
3. Be on task, and offer help to others if you finish early (when appropriate)
4. Keep your electronic devices hidden and silent unless the instructor approves use.
5. Adhere to the JFK expectations of academic integrity.\*

\*Plagiarism: Plagiarism is the attempt to pass off the ideas, research, theories, or words of others as one's own" (College Board). There are however a number of assignments throughout the year where the teacher will encourage you to talk about your responses with your classmates, but note that your work is your work and should always remain in your possession unless the teacher is currently grading it. Plagiarizing any assignment will result in a 0 for that assignment. Cheating on any quiz or exam will also immediately result in a zero for that assignment. Students caught cheating will not be able to make up the points lost on these assignments. Plagiarizing or cheating a second time will lead to an Unsatisfactory mark for Citizenship for the semester and a parent conference with the possibility of more severe consequences depending on the situation. The teacher and administration determine the degree of the severity of the consequence. In this class my ultimate goal is for you to develop YOUR VOICE. You may use the cited ideas and arguments of others to help support your arguments, but they still must be your arguments. It's your position that I want above all else in this class.

## FINAL NOTE

Please note that after teaching 15 years I have learned that every group of students is different. With that in mind, I reserve the right to change policies indicated above at any time during the semester. Before these changes occur though I will be sure to announce them in class and post a notice of these changes on the class website.

I want to end saying what an honor it is teaching these you this year. Please consider me your advocate here at Kennedy High School. You have a support system here at Kennedy as well as at home. Remember that and it will be a good year.



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## Economics Executive Summary

Please sign below to confirm you have downloaded, read and understand the syllabus provided for this class. The full Syllabus can be found at <https://sites.google.com/site/economicswithmrwilliams/> By signing students and parents understand that...

- Participation is critical to your success. Be ready to make your mark.
- Vocabulary is critical, and succeeding means consistently reviewing the basic terms and concepts. Review tools for these, especially the Unit Plans which can be found on my website at : <https://sites.google.com/scusd.edu/economicswithwilliams/home>
- The homework will largely consist of reading the assigned chapters of the textbook, preparation for your debate project, the Civic Action Project and the other smaller projects/presentations throughout the semester.
- These projects are group projects, please be ready to work as part of a diverse team.
- I do not expect memorization for presentations, but students are expected to present rather than read their main arguments/talking points. This conveys understanding, that the material is their own, and that they can help inform the rest of the class on the issue they were assigned.
- Quizzes will happen once a week and fall typically on Mondays. They will be based on the Unit Plan with the relevant terms from the chapter(s) that given week.
- If you miss a quiz you can turn in a complete set of chapter Cornell Notes to exempt you from the quiz score.
- Unit or chapter tests will occur usually every two =weeks on Fridays. They range from multiple choice and essays to presentations.
- If you score less than a 90% on a multiple-choice exam you can come to a test corrections session to try and make up some of those points.
- The test corrections sessions will be on Tuesday or Thursday before school starting at 7:20 a.m.
- If you miss an exam you will need to make it up on a Tuesday or Thursday morning (7:20-8:15). You will have one week to make up the test. Missing essays can be made up at the same time.
- Late work will not be accepted without a completed Late/Incomplete form attached.
- Each student may use up to three late forms per semester.
- Tutoring sessions will be held at lunch. Typically, they will fall on Tuesdays, but occasionally Wednesday or Thursday. Before the Final there will be two tutoring sessions for the week.
- I frequently email and or post announcements so please make sure you check your school email regularly as well as your Google Class account for my class. I will also be using Remind to post class notices. Please ensure I have your primary contact information for these, not your parent's or your junk email accounts.
- Remember above all, that I am your advocate here, but in order to fight for you, I need you to be open with me about how I can best do that. We're part of a team.

Please contact me to provide me any information about your child that might be pertinent to his/her educational experience this semester in Economics (i.e., physical or cognitive limitations, exceptional experiences or capabilities) or if you just have some questions.

I have read, understood, and will abide by all of the provisions of the entire Economics syllabus.

\_\_\_\_\_  
Printed Student Name

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Parent Name

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

Please sign and **return** the following page of the syllabus to Mr. Williams by **Wednesday, September 5th**.