

Economic Foundations for Work-Based Education
EMKT 4100/6100
CTL Report

Economic Foundations for Work-Based Education is a split -level course offering students technical content and teaching strategies designed to enhance their capabilities in classroom and work-based settings. The course serves students majoring in marketing and business education, and health promotion and human performance.

This course integrates several of the major components of contextualized learning (CTL) including cooperative learning, inquiry-based learning, problem-based learning, and project-based learning,

Cooperative Learning:

Students are instructed to complete their economic teaching plans and demonstrations in a group including 2 to 3 students. Students learn the importance and challenges of participating in a team effort and elements associated with team teaching. Lesson plans must include an applied activity, detailed description of procedures, materials required, and power point presentation. Teaching demonstrations must include all members of the teaching team. Lesson plans are distributed to all members of the class for future reference and use. Lessons also become part of students' final course portfolios.

Inquiry-Based Learning:

Students are required to complete at least 8 take-home tests that specifically deal with information presented in text chapters and class lessons. The goal of tests is not to discover how much information students can memorize but to encourage students to embrace inquiry-based learning. Students must immerse themselves into the economic concepts taught in the course and locate appropriate responses. Students also are required to locate 10 articles related to topics taught in the course and complete article reviews about the information provided. Tests and article reviews become part of students' final course portfolios.

Problem-Based Learning:

Students are required to complete 10 Internet assignments during the semester that connect real-world issues with course content. Internet assignments are taken from the teacher's manual supplied with the textbook and provided to students for analyses. Students spend time during class sessions discussing applied answers. Completed Internet assignments become part of students' final course portfolios.

Project-Based Learning:

Students taking EMKT 4100/6100 are required to develop a comprehensive portfolio that assimilates all of the activities completed during the course. The grading rubric provides the student with guidelines to follow in portfolio development. Portfolios give students an organized notebook that can easily be applied to their teaching once they begin their careers. Students must submit an organized notebook containing all described materials for evaluation.

ECONOMIC FOUNDATIONS FOR WORK-BASED EDUCATION
EMKT 4100/6100

The University of Georgia
Marketing Education

COURSE DESCRIPTION: Economic principles and concepts of free-market economies in work-based education programs, with emphasis on instructional approaches.

INSTRUCTOR: Dr. Elaine Adams Work Phone (706) 542-4204
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MATERIALS:

1. Text - Schiller, B.R. (1999). Essentials of Economics (3rd ed.).United States: Irwin/McGraw-Hill.
2. Notebook – Three ring loose leaf notebook is suggested.
3. Portfolio – Three ring loose leaf notebook is required.

GENERAL COURSE OBJECTIVES:

1. Develop personal traits that are desirable in business and society.
2. Demonstrate effective communication skills.
3. Recognize the importance of teamwork to goal achievement.
4. Develop good work and study habits.
5. Demonstrate regular commitment to quality work.
6. Develop pride in a job well done.
7. Develop a critical attitude in judging one's own work.
8. Make regular and meaningful contributions to the class.
9. Develop an understanding and appreciation of his/her chose career.
10. Develop ideals of cooperation, courtesy, dependability, loyalty, self-reliance, and responsibility.

SPECIFIC COURSE OBJECTIVES:

1. Provide an introduction to basic building blocks of economics and operation of markets.
2. Describe the structure and institutions of the U.S. economy.
3. Outline market behavior and the intricacies of the market mechanism.
4. Explain consumer behavior and consumer consumption patterns.
5. Illustrate how production costs influences product supply.
6. Examine characteristics of competitive markets.
7. Discuss market functions associated with monopoly firms.
8. Explore government's role in the market economy.
9. Evaluate issues associated with business cycles.
10. Consider the role of money in the economic system.
11. Provide an introduction to international trade and its effect on the economy.
12. Discuss economic goods, services, and resources.

13. Characterize economic activities and utilities.
14. Discuss pricing and its impact on economic development.
15. Examine possible economic systems.
16. Interpret the relationship between government and business.
17. Describe the concept of private enterprise.
18. Evaluate the importance of profit in a free enterprise system.
19. Illustrate and discuss varying types of risks.
20. Talk about the significance of economic productivity.

COURSE APPROACH:

Classes will be a combination of discussion, various exercises (conducted both inside and outside of the classroom), and lectures. Your class participation is APPRECIATED and EXPECTED.

COURSE ASSIGNMENTS:

All assignments MUST be turned in by the stated due date. NO assignments will be accepted late. A grade of ZERO will be issued for failure to turn in assigned work.

- 1. Portfolio – Each student will compile a portfolio including five major sections: 1) chapter tests; 2) internet homework assignments; 3) article reviews; 4) class reflections; and 5) economic lesson plans.**
- 2. Tests – There will be 10 take-home tests given during the semester. Tests will be worth 50 points each for a total of 500 points. Tests will consist of objective, short answer, and essay questions. Tests will be given out at the end of each text chapter. Students may use their notes and books when completing take-home tests. However, students may NOT work with each other. Tests will be completed and turned in on a weekly basis.**
- 3. Internet Homework Assignments – A variety of internet-based assignments will be given relating to the chapters in the text. Assignments will be issued at the end of each class session and due during the following class session. Internet assignments will be worth 20 points each for a total of 200 points. Internet assignments must be typed, providing questions presented and answers!**
- 4. Article Reviews – Each student will locate, read, and evaluate ten articles about economic topics and/or issues. The format for evaluating articles will be provided and must be followed. Articles are not to be more than 3 years old and must be turned in with the reviews. Article reviews must be typed!**
- 5. Class Reflections – A reflection for each class session will be prepared. Questions identified below should be answered fully. Each reflection will be worth 20 points for a total of 300 points. Students absent from any class may NOT complete a reflection for that session. Therefore, the student will automatically lose 20 points. Students may complete extra credit articles to make up for missed reflections (see extra credit instructions). Reflections must be typed including the questions with responses.**

Reflection questions:

 - a. Identify and briefly describe in your own words the major concepts presented in class.**
 - b. What did you like best about tonight's lesson(s)? Why?**

- c. What did you like least about tonight’s lesson? Why? How would you suggest it be done differently?
 - d. How will you be able to use the information that was presented?
 - e. Discuss any and all additional comments you have regarding tonight’s lesson.
6. **Economic Teaching Plan and Demonstration – Students will be placed into groups and provided an economic topic that they will prepare and teach to the class. Specific instructions related to this major assignment will be discussed in great detail later in the semester. It is essential that lessons be professionally developed and delivered. The lesson plan and teaching demonstration will be worth 300 points (100 points = lesson plan development; 100 points = teaching demonstration; 100 points = supporting materials). All class members should be provided with a copy of all lesson materials. Copying services will be provided so long as materials are placed in Dr. Adams’ box in Rivers Crossing by 5:00 on the Monday before your group is to conduct the lesson.**
 7. Graduate Students – Students taking this course for graduate credit will be expected to complete an economic case study that will be provided by Dr. Adams. Identified questions must be evaluated and answered. The graduate case study will be worth 200 points. Case Studies will need to be typed including questions and answers!
 8. Extra Credit – Any student taking this course may earn an unlimited number of extra credit points. To earn extra credit points you must read and review ADDITIONAL articles relating to economic topics. The format that is to be used when conducting article reviews is the same as described above. You may acquire UP TO 5 points for each ACCEPTABLE article review submitted for evaluation. Additional articles should be included in the student’s portfolio with required article reviews. Extra credit article reviews must be typed!

COURSE EVALUATION:

Several components will be used to assess your individual progress in this course. Your final course grade will be determined by dividing your total points earned by the total points possible. A grading sheet has been provided for your convenience.

Tests	500 points	(10 X 50)
Internet Assignments	200 points	(10 X 20)
Article Reviews	200 points	(10 X 20)
Class Reflections	300 points	(15 X 20)
Teaching Assignment	300 points	(100 – lesson plan) (100 – demonstration) (100 – materials)

Graduate Students: Case Study 200 points

Total Points Possible: Undergraduate Students = 1500 points
Graduate Students = 1700 points

Grade Calculation: Total points earned / Total points possible

Grade Distribution: A = 90% -100% D = 60% -69%
B = 80% - 89% F = below 60%
C = 70% - 79

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Course Timetable

Session 1	August 25	Course Introduction
Session 2	September 1	Chapter 1: The Challenge of Economics DUE: Class Reflection #1
Session 3	September 8	Chapter 2: The U.S. Economy DUE: Chapter 1 – Test Internet assignment Class Reflection #2
Session 4	September 15	Chapter 3: Supply and Demand DUE: Chapter 2 – Test Internet assignment Class Reflection #3
Session 5	September 22	Chapter 4: Consumer Demand DUE: Chapter 3 – Test Internet assignment Class Reflection #4
Session 6	September 29	Chapter 5: Supply Decisions DUE: Chapter 4 – Test Internet assignment Class Reflection #5
Session 7	October 6	DUE: Lesson Planning Chapter 5 – Test Internet assignment Class Reflection #6
Session 8	October 13	Chapter 6: Competition DUE: Class Reflection #7
Session 9	October 20	Chapter 7: Monopoly DUE: Chapter 6 – Test Internet assignment Class Reflection #8

Session 10 October 27 Teaching Demonstrations
Group #1: _____
Group #2: _____
Group #3: _____
DUE: Chapter 7 – Test
 Internet assignment
 Class Reflection #9

Session 11 November 3 Teaching Demonstrations
Group #4: _____
Group #5: _____
Group #6: _____
DUE: Class Reflection #10

Session 12 November 10 Teaching Demonstrations
Group #7: _____
Group #8: _____
Group #9: _____
Due: Class Reflection #11

Session 13 November 17 Group #10: _____
Group #11: _____
Group #12: _____
DUE: Class Reflection #12

November 24 THANKSGIVING BREAK!!!

Session 14 December 1 Chapter 10: The Business Cycle
DUE: Class Reflection #13

Session 15 December 8 Chapter 16: Theory and Reality
Chapter 17: International Trade

DECEMBER 14 – COMPLETED PORTFOLIOS DUE BY 5:00 PM

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GRADING SHEET

Student Name: _____ SS#: _____

Phone #: _____ E-Mail: _____

	Points Possible	Points Earned
TESTS:		
Test #1	50	_____
Test #2	50	_____
Test #3	50	_____
Test #4	50	_____
Test #5	50	_____
Test #6	50	_____
Test #7	50	_____
Test #8	50	_____
Test #9	50	_____
Test #10	50	_____

INTERNET ASSIGNMENTS:

#1	20	_____
#2	20	_____
#3	20	_____
#4	20	_____
#5	20	_____
#6	20	_____
#7	20	_____
#8	20	_____
#9	20	_____
#10	20	_____

ARTICLE REVIEWS

#1	20	_____
#2	20	_____
#3	20	_____
#4	20	_____
#5	20	_____
#6	20	_____
#7	20	_____
#8	20	_____
#9	20	_____
#10	20	_____

GRADING SHEET CONTINUED

Student Name: _____ SS#: _____

Phone #: _____ E-Mail: _____

CLASS REFLECTIONS:

#1	20	_____
#2	20	_____
#3	20	_____
#4	20	_____
#5	20	_____
#6	20	_____
#7	20	_____
#8	20	_____
#9	20	_____
#10	20	_____
#11	20	_____
#12	20	_____
#13	20	_____
#14	20	_____
#15	20	_____

ECONOMIC TEACHING PLAN & DEMONSTRATION

Lesson Plan Development	100	_____
Teaching Demonstration	100	_____
Supporting Materials	100	_____

GRADUATE CASE STUDY 200 _____

TOTAL POINTS EARNED _____

EXTRA CREDIT POINTS + _____ = _____

TOTAL POINTS POSSIBLE _____

GRADE _____

ARTICLE REVIEW

Article #:

Title:

Author:

Publication Info (Journal/Magazine, date, page #'s):

1. List the major concepts presented in the article (1 - ?)
2. What did you learn that you did not know before?
3. What is your personal evaluation of the information presented in the article?
4. How can you use the information provided in the article?

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Portfolio Grading Sheet

Student Name: _____

	Points Possible	Points Earned
GENERAL: Organization	50	_____
Appearance	25	_____
AREA 1: TESTS (8 tests X 5 points each)	40	_____
AREA 2: INTERNET ASSIGNMENTS (10 assignments X 5 points each)	50	_____
AREA 3: ARTICLE REVIEWS (10 article reviews X 5 points each)	50	_____
AREA 4: CLASS REFLECTIONS (15 class reflections X 5 points each)	75	_____
AREA 5: ECONOMIC TEACHING PLAN & DEMONSTRATION		
Lesson Plan Materials	10	_____
TOTAL POINTS EARNED		_____
TOTAL POINTS POSSIBLE		200
GRADE		_____