

# USING THE INTERNET FOR IMPROVING THE TEACHING OF ECONOMICS AND TO HELP PREPARE STUDENTS TO COMPETE IN ECONOMICS COMPETITIONS

## Syllabus

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## Requirements and prerequisite skills

1. Ability to use Microsoft Word including creating documents, attaching them and downloading them to the instructional website.
2. E-mail account.
3. Some experience in teaching economics at the high school level. This course is **not** designed to teach economics to the classroom instructor.

## Policies

1. On line conduct or “netiquette”. Though this course focuses on individual instruction, there might be times when group contact or interaction is required. All students are to conduct themselves in a positive manner and engage in constructive comments. Those who don’t may be denied continuance in the course.
2. Due dates and late postings. All submitted assignments are due on/by 11:59:59 PM of the due date. Late assignments will have to be posted in the “Late Show” section within 2 calendar days of the original due date. The instructor will post assignments well-enough in advance to allow students to complete them. Late assignments will receive a lower evaluation.
3. Attendance. Each student must be actively involved. To ensure this, the student must log in to the website at least 3 times per week, once every two or three days. Assume the week to be from Monday to Sunday. Any problems with respect to attendance must be immediately communicated to the instructor.
4. Communication and Evaluation. Comments of other students’ efforts are encouraged. Each poster should keep comments constructive. Warm and cool comments should be submitted together. Economics is a subject area where new information is always emerging and thus encourages information sharing. Weekly key questions will be posted and will form the basis for responses. Assigned projects will be posted and the instructor will evaluate them. These evaluations will be a significant part of the final course instructor evaluation.
5. Technical Matters. On-line difficulties such as logging into the web site must be addressed by contacting NYIT. The phone number is 1-800-462-9041, 9 AM to 5 PM, Monday to Friday.
6. Credit Earned. A successful candidate will have completed and posted assignments on time and engaged in appropriate discussions on line. Attendance requirements must be fully adhered to. All assignments must be evaluated at a satisfactory or higher level.
7. Plagiarism. All work must reflect the student’s original and creative efforts. Any work found plagiarized will result in immediate termination from the course.

## Major Learning Outcomes.

- A. Teachers will be better prepared to teach the fundamental economics concepts such as scarcity and supply and demand to their students.
- B. Teachers will be able to effectively use interactive websites both in the classroom and as part of classroom assignments.

- C. Teachers will use a variety of websites to help students of all ability levels to better understand the complex economics issues such as taxes, trade, unemployment and social security.
- D. Teachers will use the Internet to help students write more effective research papers and projects.
- E. Teachers will use websites that provide current economic data and analysis on the U.S. economy and on monetary policy . Use of these websites will help to prepare and effective Fed Challenge team.
- F. Teachers will review and evaluate websites that pertain to any of the above areas as well as those for financial literacy. Evaluation will include effectiveness of these websites for students of all ability levels.
- G. Advance placement course teachers and those preparing students for other economics competitions will explore and evaluate those websites.

## II. Target Audience

- A. Social studies teachers with teachers of economics a particular focus.
- B. Non-social studies teachers who might like to incorporate some economics materials in their lessons.

III. NYS Learning Standards. The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision-making, and the interdependence of economies and economic systems throughout the world.

Students will:

- analyze the effectiveness of varying ways societies, nations, and regions of the world attempt to satisfy their basic needs and wants by utilizing scarce resources
- define and apply basic economic concepts such as scarcity, supply/demand, opportunity costs, production, resources, money and banking, economic growth, markets, costs, competition, and world economic systems
- understand the nature of scarcity and how nations of the world make choices which involve economic and social costs and benefits
- describe the ideals, principles, structure, practices, accomplishments, and problems related to the United States economic system
- compare and contrast the United States economic system with other national economic systems, focusing on the three fundamental economic questions
- explain how economic decision making has become global as a result of an interdependent world economy
- understand the roles in the economic system of consumers, producers, workers, investors, and voters.

## IV. Course Hours.

15 hours.