

ECON 7100-005 (CRN 52599)

# ECONOMICS FOR TEACHERS

**Semester:** Summer 2015

**Time/Place:** TR 1:00-5:00pm; Langdale Hall 227

**Instructor:** Dr. Pamela Roach

**Office Hours:** TR 12:30-12:50pm; and/or by appointment

**Office:** Andrew Young School of Policy Studies ([AYSPS](#)) Vault (below the ground floor); The AYSPS building is located at the intersection of Marietta and Peachtree Streets. Office hours will be held in Langdale Hall in room 227 unless the room ends up in use before our class.

**Office Phone:** (email is my preferred method of communication – see note #1 below) If you would like to communicate via phone, email your contact information and I will call you.

**Email Address:** [proach@gsu.edu](mailto:proach@gsu.edu) (use this one NOT the one in D2L Brightspace)

Website: <https://gsu.view.usg.edu/d2l/lp/homepage/home.d2l?ou=478628>

## Course Description

Study and discussion focuses on contemporary issues in the teaching of economics and the social sciences. Students examine secondary level content and pedagogical strategies in the 9-12<sup>th</sup> grade social studies curriculum. The focus of this course will be on planning and teaching a high school economics class. By the end of the summer term, each student will have taught an economics lesson and developed a comprehensive course plan for the first semester of a high school economics course. The goal, in part, of the course is to prepare students to take and pass the GACE Economics Assessment ([http://www.gace.nesinc.com/GA\\_PG\\_038039\\_opener.asp](http://www.gace.nesinc.com/GA_PG_038039_opener.asp)).

**Prerequisite:** Admission in the MAT or TEEMS program at GSU.

**Text/Materials:** Readings will be provided via the textbook, D2L Brightspace and this course syllabus. Some course materials will be provided by the Georgia Council on Economic Education (<http://gcee.org/>). In particular, they will provide you with the highly popular and useful Virtual Economic 3 CD (<http://ve.councilforeconed.org/>). Virtual Economics 3 is an interactive CD-ROM providing background information on 51 key economic concepts, and more than 1,200 lesson plans in economics and personal finance, which are correlated to the Georgia Performance Standards. You can find a copy of the Economics standards at Georgia Council for the Social Studies at <http://www.gcss.net> (look under GPS Social Studies Guide). Other course materials will be provided by the Federal Reserve Bank of Atlanta; we will spend one of our class days there this summer where you will learn **a lot** and leave with many valuable resources. Ask questions to maximize your return on investment! Online course modules from the Federal Reserve banks will also be utilized. Another online source where you can find instructional guides as well as suggested lessons for each unit is

<https://www.georgiastandards.org/Frameworks/Pages/BrowseFrameworks/socialstudies9-12.aspx>

Textbook: Krugman's Economics for AP is available from BFW Publishers, which has complementary access to their website where you will spend a lot of time learning economics via the interactive exercises there. See the link in D2L Brightspace for information about how to register and access the website. Access to a computer and the internet are required – there are many computer labs available on campus. If you need computer assistance, visit the walk-up window located at Library South 109. They are open 8:30am-5:00pm weekdays. They will help students with password issues, email, D2L Brightspace and some software issues.

We will be using D2L Brightspace for this course. It is a password-protected environment where you can monitor your grades, easily communicate with me and your classmates, and find many useful materials throughout the semester. Please check the D2L Brightspace site at least once between each class meeting for announcements, etc. To logon to the system, you need your D2L Brightspace ID and your initial password – see the D2L Brightspace login page for information about how to login to the system and how to get help if you have never used D2L Brightspace before (otherwise, there should be a link to this course on your existing D2L Brightspace page). In order to make full use of the D2L Brightspace course website (including accessing the online quizzes, etc.), you may need to configure your browser. If you have trouble getting into the D2L Brightspace site with your own user ID and password, please send me an email to let me know that you cannot access the D2L Brightspace site so I can try to help you access it. There will be various items available through the internet throughout the semester. You should become familiar with a web browser (such as Netscape, Firefox, or Internet Explorer) and you will need Adobe Acrobat Reader for some items; the reader is available free of charge at <http://get.adobe.com/reader/>. If you have not already installed Adobe Acrorbat, I highly recommend that you install it on your machine; it should already be installed on any machine you use in a computer lab on campus.

### **Learning Objectives for ECON 7100:**

1. The student demonstrates content knowledge of the five areas of the Georgia Performance Standards in economics. The full list of GPS is found at <https://www.georgiastandards.org/standards/Georgia%20Performance%20Standards/Economics.pdf>. The five broad areas are:
  - A. Fundamental Economics
  - B. Microeconomics
  - C. Macroeconomics
  - D. International Economics
  - E. Personal Finance Economics
2. The student demonstrates ability to prepare an appropriate course plan for a high school economics class in Georgia.
3. The student demonstrates ability to prepare and teach a typical high school economics lesson.

### **Course in Relationship to the College of Education's Conceptual Framework<sup>[1]</sup>**

- Theme: *Leadership and Scholarship Focused on Learning and Development*
- The College of Education's mission is to provide leadership and scholarship for the betterment of education and human development (Strategic Plan 2002-2007). The Professional Education Faculty (PEF) is committed to planning, implementing, and assessing programs that prepare educational professionals focused on pupil learning and development.

### ***Assumptions Guiding Programs in the College of Education***

- Learning and teaching must continually adapt to changes in society and the expanding knowledge base.
- Learning is an active process.
- Quality teaching takes into account individual differences, learning styles, and backgrounds.

- Learning environments are based on the mutual respect of all participants.
- A variety of teaching strategies and assessments are used to meet the needs of individual learners.
- An integrated knowledge base consisting of content, skills, attitudes, technologies, and theories is developed and demonstrated in field-based applications.

### ***Candidate Outcomes***

Programs in the COE at Georgia State University prepare individuals who, by integrating their knowledge, skills, and attitudes, make and implement effective educational decisions based on current data in each of the following areas:

1. content
2. human development
3. diversity among learners
4. varied instructional strategies and tools, including technology
5. the learning environment
6. communication skills
7. instructional planning
8. assessment
9. professional commitment
10. partnerships to support learners.[\[2\]](#)

These educators work collaboratively and exhibit high standards of professionalism.[\[3\]](#)

### ***Program Goals***

The Social Studies TEEMS program emphasizes several goals that are reflected in this course. Goals relevant for ECON 7100 include the following:

- Candidates in social studies initial teacher education programs will develop broad content knowledge that is transformed given the multiple contexts, purposes, and ends of education as well as specific pedagogical aims and interests.
- Candidates in social studies initial teacher education programs will develop an understanding of the purposes and history of the field of social studies.

### **Design of the Course**

This course has been designed to reflect the Georgia State University Professional Education Faculty (PEF) Conceptual Framework, the Georgia Framework for Teaching, the Interstate New Teacher Assessment and Support Consortium (INTASC) core standards for licensing teachers, the National Council for the Social Studies (NCSS) Program Standards for the Initial Preparation of Social Studies Teachers, and the Georgia Performance Standards (GPS) for Social Studies.

### ***Objectives for ECON 7100 correlate with the following:***

**The Georgia Framework for Teaching:** The following domains align with state and national teaching standards.

- |                          |                         |                          |
|--------------------------|-------------------------|--------------------------|
| · Content and Curriculum | · Learning Environments | · Planning & Instruction |
| · Knowledge of Students  | · Assessment            | · Professionalism        |

## NCSS Standards[4]

The National Council for the Social Studies (NCSS) has developed **subject matter standards** covering ten themes and five disciplinary professional standards.

**Disciplinary Standards:** *Teachers who are licensed to teach **history, geography, civics/government, economics, and psychology** at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of these content areas. Teachers of these content areas at all school levels should provide developmentally appropriate experiences as they guide their learners in their study.*

In addition to subject matter standards, NCSS has developed the following **pedagogical professional standards** for social studies teachers (these standards coincide with INTASC Principles #2-10):

- 1. Learning and Development:** *Social studies teachers should possess the knowledge, capabilities, and dispositions to provide learning opportunities at the appropriate school levels that support learners' intellectual, social, and personal development.*
- 2. Differences in Learning Styles:** *Social studies teachers should possess the knowledge, capabilities, and dispositions to create at the appropriate school levels learning experiences that fit the different approaches to learning of diverse learners.*
- 3. Critical Thinking, Problem Solving, and Performance Skills:** *Social studies teachers should possess the knowledge, capabilities, and dispositions to use at the appropriate school levels a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.*
- 4. Active Learning and Motivation:** *Social studies teachers should possess the knowledge, capabilities, and dispositions to create at the appropriate school levels learning environments that encourage social interaction, active engagement in learning, and self-motivation.*
- 5. Inquiry, Collaboration, and Supportive Classroom Interaction:** *Social studies teachers should possess the knowledge, capabilities, and dispositions to use at the appropriate school levels verbal, nonverbal, and media communication techniques that foster active inquiry, collaboration, and supportive interaction in the classroom.*
- 6. Planning Instruction:** *Social studies teachers should possess the knowledge, capabilities, and dispositions to plan instruction for the appropriate school levels based on understanding of subject matter, students, the community, and curriculum goals.*
- 7. Assessment:** *Social studies teachers should possess the knowledge, capabilities, and dispositions to use formal and informal assessment strategies at the appropriate school levels to evaluate and ensure the continuous intellectual, social, and physical development of learners. They should be able to assess student learning using various assessment formats, including performance assessment, fixed response, open-ended questioning, and portfolio strategies.*
- 8. Reflection and Professional Growth:** *Social studies teachers should possess the knowledge, capabilities, and dispositions to develop as reflective practitioners and continuous learners.*
- 9. Professional Leadership:** *Social studies teachers should possess the knowledge, capabilities, and dispositions to foster cross-subject matter collaboration and other positive relationships with school colleagues, and positive associations with parents and others in the larger community to support student learning and well-being.*

**Georgia Performance Standards (GPS) for Social Studies** are available online at <https://www.georgiastandards.org/Standards/Pages/BrowseStandards/SocialStudiesStandards.aspx> or from the Georgia Council for the Social Studies at <http://www.gcss.net> (look under GPS Social Studies Guide).

### *Cultural Diversity*

This course reflects the College of Education's commitment to cultural diversity. The goal of professional education programs at Georgia State University is to prepare outstanding educators who are competent, capable, and caring in complex, diverse educational arenas. Such individuals are:

- effective in their roles as culturally-responsive teachers, designing and implementing sound, meaningful and balanced instruction with the full range of learners;
- effective as they assist learners in their comprehension of issues surrounding diversity; and
- effective in their contributions of thoughtful and informed discourse to their own educational communities as they work to build equitable and supportive environments for all learners.

**Grading/Make-up Policy:** More information about GSU grades can be found at <http://www.gsu.edu/es/grades.html>. There will be no make-ups for missed work. Any assignment turned in late or incomplete **after one day** will automatically be **reduced 10% for each day it is late**. In the event of an extreme situation/hardship, a determination will be made based on the reason for the late work and consideration of the student's attendance, punctuality, and timeliness in turning in other assignments. The following scale will be used to assign final course grades:

Course Grade	Points Earned
A+	97 points or more
A	93 points to 96 points
A-	90 points to 92 points
B+	87 points to 89 points
B	83 points to 86 points
B-	80 points to 82 points
C+	77 points to 79 points
C	73 points to 76 points
C-	70 points to 72 points
D	60 points to 69 points
F	59 points or less

## Learning Engagements and Assignments:

Each student's final grade for this course is based on a total of 100 points earned on the following learning engagements and assignments:

### ***Content Assessments (60 points)***

Assessments will be administered in each of the five broad areas of the Georgia Performance Standards. Your performance on these assessments will constitute a total of 60% of your final course grade. We will use the BFW publisher website and the quizzes in D2L Brightspace for most of this; your performance on the assigned homeworks, quizzes, and experiments there and online at the Federal Reserve banks will count for 40 points. The practice questions in the textbook will prepare you for the online quizzes. The comprehensive exam July 16 will count for the remaining 20 points. See the tentative course outline below for dates and times of topics covered, assignments, and the comprehensive exam.

### ***Teaching Module (20 points)***

- The purpose of this assignment is to help you to begin getting comfortable actually teaching a lesson. In addition, this assignment will allow you to gain some insight and understanding into the things you do well when teaching a lesson and offer you some ideas on what you could (should) work on as you begin your teaching career.
- **What you will actually be doing** – teaching a 20 minute class on a topic covered in a high school economics class either July 9 or July 14! (You should plan to be videotaped for this assignment.)

Specific directions and requirements for the Teaching Module assignment:

- You will first choose a topic that you will develop and teach a **20 minute presentation** to the class. You are encouraged to select a hands-on activity from the Virtual Economics 3 CD. Use the example you saw Mike Raymer present in the VE3 workshop June 30<sup>th</sup> as a guide to what we are looking for here.
- Choose the date for your presentation from the date and times noted on the Teaching Module Sign-Up Sheet (this will be provided on June 30<sup>th</sup> when Mr. Raymer visits, your date & lesson must be finalized by July 6). You cannot do the same thing as one of your classmates, so you may want to sign up sooner rather than later to get the topic of your choice.
- Provide for your classmates (including me) a copy of your notes (this should be emailed to me and posted on the D2L Brightspace discussion board under the topic heading “lesson plans”). If you choose to do a PowerPoint, email this. If you have any other visual component for your lesson (i.e. video, chart, etc.) a hard copy also needs to be created and given to your classmates (and me). If you are using a lesson from the VE3 CD, be sure to give us details about how to find it on the CD (which publication and lesson/activity). For example, if you are using any videos, instead of making copies for the class, write a brief narrative listing the source (where to get the video) and an explanation on why and how to use the video in a lesson. In addition, if you are creating a visual on the board, I want you to put the visual on paper and give to all of us—final versions of all materials should be posted by midnight July 9 or 14<sup>th</sup> depending on the day you present.

**Keep in mind, as future teachers, you all need to be gathering resources as you go through the program so you can have these items to use in your future classrooms. Whether you teach economics as a formal class or not, you will be teaching economic concepts in any class you teach at any grade level! ☺**

- After your 20 minute presentation, we will take 5-10 minutes, as a class, and critique your presentation. You are expected to provide critical feedback for other students' presentations when you are not presenting, so it is important that you be present in class for all student presentations.
- After your presentation, you will be asked to view your teaching again and evaluate yourself. This self-assessment will be due July 16 on your presentation date and should be a self-critique / things to improve as well as how you will improve them. After watching your teaching video, answer the following please: What were your strengths? What were your weaknesses/ things to improve? How you will improve them? Email your answers to these three questions to me by midnight July 16.
- Save your video file for future use. Given the increasing use of video, you may wish to tape yourself with your tablet/cellular device or I can use a flipcam. The rubric for the teaching module includes Content Accuracy, Presentation Effectiveness, Completion, a Self-Critique, and providing feedback to others through Critical Friends.

### ***High School Economics Course Plan (20 points)***

- The purpose of this assignment is to get you to begin to learn how (and what it is like) to create a course plan for an entire semester. While many of you will get jobs in settings where you will receive assistance in planning for your courses, many of you will be left alone to do this, with the expectation you already know how and where to begin. Since Georgia public schools require you to teach the standards put in place, you will need to focus on the required standards for a high school economics class.

Specific directions and requirements for the High School Economics Course Plan assignment:

- Be sure you have a copy of the Georgia standards for high school economics
- Go to one of the following county websites (Cobb, Cherokee, Dekalb, Fulton, Gwinnett) and get a copy of the school schedule for the 2011-2012 or 2012-2013 school year
- Your textbook for this class is designed as an AP or college textbook. It has also been adopted by some high schools and existing texts are being rewritten in the same module format. Use our text or try to find a high school textbook or high school resources to use. You should also start searching the web, look at some of your old college economics books, and especially make use of the Virtual Economics 3 CD, and the textbook for this course.
- Create a course syllabus - your policies on classroom management, makeup assignments, extra credit, grading percentages, etc.
- Develop your course Plan (calendar/outline for literally each day of class in the semester in Word format). Base your plan on a 45-50 minute class period (NO BLOCK schedules for this assignment-unless you are teaching at a block school). Include the EOCT dates.
- **Final copy** to be turned in must include the following (in this order):
  1. **Narrative** – 2-3 page narrative (double-spaced) explaining the process you went through to develop your course plan. Include in your narrative any problems/frustrations you encountered, the sources you relied most heavily on, and the things you learned in the process of developing your plan. Your narrative can literally and should be divided (with headings) like this:
    - a. Problems/frustrations Encountered
    - b. Sources I Relied On
    - c. Things I Learned

2. **Course Syllabus** – with your policies on classroom management, makeup assignments, extra credit, grading percentages, etc.
3. **One Unit Plan** – remember, this is the BIG picture – use Unit Plan template in D2L Brightspace
4. **One Daily Lesson Plan** – (45-50 minute classes) – be sure to include all notes, activities, etc. – use Daily Lesson Plan template in D2L Brightspace; can include the activity you use for your class presentation but that should only be one component (20 of 50 minutes for example).
5. **VE3 Grid** – fill in the VE3 high school grid's last column. Find a few (at least two or three) activities from the VE3 CD or from online Federal Reserve websites appropriate for each of the standards listed. List the publication title and lesson number. This is meant to be a valuable resource for you later if you teach high school economics in the future; as Mike Raymer emphasized in his VE3 presentation, you can later look to this to quickly find something to do in class related to any standard if you take the time to develop that grid now. If you think you may teach middle grades in the future, you may also want to do a similar exercise on your own for those grade levels; but for this assignment, I want you to do this for the high school course. One reason is that if you are prepared to teach all the high school standards, you should be prepared to teach any of the middle school standards, but that would not work in reverse. Middle school standards now include most of the fundamentals unit for high school as well as introductions to the other units! Middle school is setting the foundation for the future.

6. **Course calendar/outline for entire semester** (write this so it is easily understood by anyone). From the two or three activities you found for each standard in your VE3 grid, choose the one you will actually use and put these into sequence as you plan to teach them. Ensure all standards are addressed.

· **Submit** all materials via email [proach@gsu.edu](mailto:proach@gsu.edu) and **in D2L**. The deadline is **midnight on** Thurs, July 23<sup>rd</sup>.

**Attendance Policy:** Attendance will be taken daily. Attendance does not factor directly into your grade, but attending class is important and that is why I take roll every day. If you miss class, you are responsible for finding out what you missed and meeting any relevant due dates. Consult the tentative course outline to see what we are scheduled to cover each day.

### **Additional Notes:**

1. When sending me an email to [proach@gsu.edu](mailto:proach@gsu.edu), be sure to send it from your official GSU student email address because my email program frequently blocks emails from external email accounts (such as yahoo, gmail, etc.). I will send emails to you using your official GSU email account (so you need to check those regularly – see <http://technology.gsu.edu/about/technology-policies/> for the GSU policy on communications via GSU email accounts).
2. Students who wish to request accommodation for a disability may do so by registering with the Office of Disability Services. Students may only be accommodated upon issuance by the [Office of Disability Services](#) of a signed Accommodation Plan and are responsible for providing a copy of that plan to instructors of all classes in which an accommodation is sought. If you require special accommodations for exams (e.g., "time and a half"), you **MUST** provide documentation from [GSU Disability Services](#) and make arrangements with me **PRIOR** to the exam dates.
3. Incompletes will only be given to students who are **PASSING** the course, and even then, only in very special circumstances. In the case where an incomplete is awarded, it **MUST** be removed by the

end of the NEXT term that the student is enrolled (and within TWO terms regardless of whether or not the student is enrolled) or it will automatically turn into an F. See <http://www.gsu.edu/es/20471.html> for more information on GSU's policy on removal of Incompletes.

4. Students who withdraw after the midpoint of each term will not be eligible for a "W" except in cases of hardship. A student who withdraws after the midpoint of the term is assigned a grade of "WF," except in those cases in which (1) hardship status is determined by the [Office of the Dean of Students](#) because of emergency employment, or health reasons, and (2) the student is doing passing work, as determined by the student's instructor(s). Effective Fall 2006, undergraduate students are limited to a total of six withdrawals during their academic career... see <http://www.gsu.edu/es/20399.html> for more information on the University policy.

5. All students are responsible for knowing and adhering to [GSU's Policy on Academic Honesty](#) as published by the Dean of Students.

6. This course syllabus provides a general plan for the course; deviations may be necessary. Important University dates can be found at [http://registrar.gsu.edu/files/2013/05/Academic\\_Year\\_2014-2015.pdf](http://registrar.gsu.edu/files/2013/05/Academic_Year_2014-2015.pdf).

7. Your constructive assessment of this course plays an indispensable role in shaping education at GSU. Upon completing this course, please take time to fill out the [online course evaluation](#).

8. Students are expected to behave properly in class – so as not to interfere with the learning environment of others in the classroom. This includes showing up for class on time, not leaving early (or at least being quiet if either of those do happen), not talking to neighbors in class, not using cell phones during class, etc. Students not adhering to these rules/guidelines may be asked to leave the class and may be subject to an administrative withdrawal (depending on the severity of the infraction). All students are responsible for knowing and adhering to [GSU's policy on disruptive student behavior in the classroom](#).

---

[1] See Graduate Catalog 2009-2010 ([http://www.gsu.edu/es/catalogs\\_courses.html](http://www.gsu.edu/es/catalogs_courses.html)), p. 480-481.

[2] See INTASC standards ([www.ccsso.org](http://www.ccsso.org)) for the complete language.

[3] Standards of professionalism are defined by faculty in various programs to incorporate standards of the respective professional organizations.

[4] All information in this section comes from NCSS at <http://www.socialstudies.org/standards/teachers>.

See next page for tentative class schedule and assignments:

Day/Date	Topic	Assignment(s)
Week One		
Day 1: Tuesday June 9	intro to class topics: FUNdamental economics unit, PPC, econ systems, marginal analysis, diminishing marginal utility, human capital, why are goods for sale on the shelves?, intro to Microeconomics	Read Modules (M): 1, 2, 3, 4, & Ap. Work practice problems in book, check answers when done— <b>this is always an assignment for any assigned reading.</b>
Day 2: Thursday June 11	Topics: Personal Finance – Online Class Session NOTE: This class session does NOT meet in person.	Assignments from St. Louis Fed will be handed out in class on Tuesday June 10, due by Saturday June 14 at midnight. Read M: 22, 23, & 24.
Week Two: <b>Do all reading assignments before class! You will get a greater return on your investment!</b>		
Day 3: Tuesday June 16	topics: demand, supply, producer & consumer surplus, shifts v. movements...Econoland & Market in Oil	Read pgs 102-103 & M 5, 6, 7, 8, & 9
Day 4: Thursday June 18	topics: microeconomics unit: price controls, producer & consumer surplus, shifts v. movements, elasticities, market structures. Pizza: Understanding Costs!	Read sections 9 & 10. <i>Take online quiz Section 1 &amp; 2 due Sat June 21 midnight.</i>
Week Three		
Day 5: Tuesday June 23	topics: finish microeconomics: Costs, Market Structures, Externalities, Exchange Rates intro, etc.	Read M: 58, 61, 62, 64, 65, 66, & 69.
Day 6: Thursday June 25	Topics: labor markets, unemployment, gdp, circular flow...	Read M 10, 11, 12, 13, 14, & 15 <i>Section 9 &amp; 10 quizzes plus a D2L quiz summarizing sections 11 &amp; 12 will be due Sat June 28.</i>
Week Four		
Day 7: Tuesday June 30	topics: aggregate demand, aggregate supply, international and macroeconomics unit <b>GCEE guest speaker: Mike Raymer</b> presents Virtual Economics 3 CD – <b>meet in AYSPS 720 (on the 7<sup>th</sup> floor of AYSPS</b> – see D2L for directions). After Mr. Raymer finishes, we will have a review and prep for the Fed.	Read M: 17, 18, 19, 20, 21. Read 25-29 before class on July 3. <i>Take online quiz Section 3 &amp; 4 due Wed July 1 midnight.</i>

Day 8: Thursday July 2	topics: macroeconomics unit field trip to Federal Reserve Bank of Atlanta; more detailed itinerary forthcoming – <b>meet at the Fed for class</b> (see for directions - plan ahead for time to make it through their security). You may not leave early-we are escorted visitors while in the building.	Read M: 25, 26, 27, 28, 29 then reread the rest of sect. 5. <b><i>Be sure you have taken all quizzes!</i></b>
Week Five		
Day 9: Tuesday July 7	<b>NO IN PERSON CLASS MEETING:</b> National Debt; IOUSA and balancing the budget... Also finalize your teaching module presentations and course plans.	Read Section 6 & 7.
Day 10: Thursday July 9	International Exchange Rates & Review <b>Teaching Module presentations (4)</b>	Read M: 42 & 43. <i>D2L quiz due on Thurs July 9 midnight.</i> Teaching Module Materials due in class day of presentation, final versions posted by midnight July 9.
Week Six		
Day 11: Tuesday July 14	<b>Remainder of teaching module presentations (6);</b> review	Teaching Module Materials due in class day of presentation, final versions posted by midnight July 14.
Day 12: Thursday July 16	Last minute questions, Comprehensive Test in person.	Self-Critiques Teaching Module Due by midnight July 16.
Final Exam Week		
July 21	No Class-Final exam period for all classes	
July 23	Final Exam period scheduled <b>for</b> Thursday July 23 <b>10:45-13:15</b>	High School Economics Course Plan assignment due by midnight July 23.