**Course Design/Development Alignment Grid (ECON 1740)**

**Dream Statement:** I would like for students to gain a new understanding and appreciation for history from an economic perspective and be able to look at the modern economy/world through that lens.

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| **Objectives** | **Assessments** | **Activities** |
| Determine the sources of economic growth in the US, including natural resource endowments, innovation and technological change, institutional change, and intra- and international trade (including innovations in communication and transportation).[APP] | **Exams:** MC portion – 30 multiple choice questions, timed.**Exams:** Short essay portion – 3-4 essay questions, timed.**Research Paper:** Students will write a paper relevant to the history of the US Economy. They choose their own topics.**“Self-Guided” Reaction Papers:** Watch one video per week and write a one-page reaction paper on the topic(s) the students find most interesting/important.  | **Weekly Quizzes:** Multiple choice, 10-question timed quiz on the weekly material.**“Prompted” Reaction Papers:** Watch one video per week and write a one-page reaction paper in response to one of two prompts given for that week. **Participation:** Small group discussion. Students needs to post about a topic they found interesting for the week. Students need to respond to two posts.  |
| Compare the effects of economic growth for the US population as a whole and for sub-populations, including the evolution of living standards, changes in the nature of work, and the increasing role of markets in people’s lives, and contrast this with today’s economy.[INT] | **Exams:** MC portion – 30 multiple choice questions, timed.**Exams:** Short essay portion – 3-4 essay questions, timed.**Research Paper:** Students will write a paper relevant to the history of the US Economy. They choose their own topics. | **Weekly Quizzes:** Multiple choice, 10-question timed quiz on the weekly material.**Participation:** Small group discussion. Students needs to post about a topic they found interesting for the week. Students need to respond to two posts. |
| Identify and explain important economic concepts and variables, including gross domestic product, income, wealth, unemployment, and inflation.[FK] | **Exams:** MC portion – 30 multiple choice questions, timed.**Exams:** Short essay portion – 3-4 essay questions, timed.**“Self-Guided” Reaction Papers:** Watch one video per week and write a one-page reaction paper on the topic(s) the students find most interesting/important.  | **Weekly Quizzes:** Multiple choice, 10-question timed quiz on the weekly material.**“Prompted” Reaction Papers:** Watch one video per week and write a one-page reaction paper in response to one of two prompts given for that week. **Participation:** Small group discussion. Students needs to post about a topic they found interesting for the week. Students need to respond to two posts. |
| Relate the evolution of US government policy as it pertains to the economy (including the growth of the public sector over time, the regulation of the labor market (including the operation and abolition of slavery and the regulation of immigration), and the use of fiscal and monetary policy to mitigate the harmful effects of economic downturns) and link these historical insights to contemporary policy debates. [INT] | **Exams:** MC portion – 30 multiple choice questions, timed.**Exams:** Short essay portion – 3-4 essay questions, timed.**“Self-Guided” Reaction Papers:** Watch one video per week and write a one-page reaction paper on the topic(s) the students find most interesting/important.  | **Weekly Quizzes:** Multiple choice, 10-question timed quiz on the weekly material.**“Prompted” Reaction Papers:** Watch one video per week and write a one-page reaction paper in response to one of two prompts given for that week. **Participation:** Small group discussion. Students needs to post about a topic they found interesting for the week. Students need to respond to two posts. |
| Compose an informed opinion on weekly material, and express and debate ideas with other students.[HD] [CAR] | **Participation:** Small group discussion. Students post about a topic they found interesting for the week. Students need to respond to two posts.**“Self-Guided” Reaction Papers:** Watch one video per week and write a one-page reaction paper on the topic(s) the students find most interesting/important.  | **“Prompted” Reaction Papers:** Watch one video per week and write a one-page reaction paper in response to one of two prompts given for that week.**Weekly Lecture:** Material presented in a PowerPoint slide with an audio recording of the lecture. |
| Research a class topic in more depth relevant to the development of the US economy and make deeper connections between class concepts and a specific industry or person.[LHL] [INT] | **Presentation Review:** Small group discussion. Students submit a PowerPoint presentation about the topic they researched. Students respond/review (minimum) 2 presentations of peers to provide constructive feedback.**Research Paper:** Students will write a paper relevant to the history of the US Economy. They choose their own topics. | **Abstract:** Students create an abstract to explain their focus of research. Three sources required.**Annotated Bibliography:** Students continue research with annotations on their sources. Minimum of 6 sources.   |

**Objectives:** What do you want your students to be able to know, do, or feel about the content?

**Assessments:** How will learning be assessed?

**Activities**:What activities are you going to use to help your students to engage with content, interact with you, and their peers?