

Name: Rishab Chawla

Topical Area: Exploring Economics

Day and Time of your FIGS class: Wednesday, 9:50 AM – 11:10 AM

AV Checklist

Check AV set-up in your classroom under “Classroom Quick Search” at <https://dcs.rutgers.edu/>

Does your room have internet access? Yes No

Does your room have data projector? Yes No

If not, you will need to reserve any necessary technology at <https://secure.rutgers.edu/ecs/RequestForm.aspx>

You may not exceed 4 requests within the semester.

To reserve a computer lab, go to <https://www.nbcs.rutgers.edu/webtools/mrbs/ccf/request.php>

Supply Checklist

To request supplies for any class activities, contact the FIGS office at least one week in advance at figs@echo.rutgers.edu

Chronology Checklist

Academic Planning and Career Development lesson dates will be assigned according to guest speaker. Have you double-checked these dates provided by the FIGS office? Yes No

Diversity/Multiculturalism should be covered in week 4 or later.

Is your coverage of this topic scheduled during week 4 or later? Yes No

The final group project rubric should be handed out and discussed between weeks 5 and 7.

Have you noted the review of your final project rubric during weeks 5, 6, or 7? Yes No

Requested observation date is noted in your lesson plans (should be lesson where peer instructor is teaching the full class and during weeks 2, 3, 4 or 5).

Is your observation request noted and between weeks 2 and 5? Yes No

A NOTE ABOUT HOW TO DELETE COMMENTS IN WORD

We have included “comments” throughout this word document to help you with lesson planning. We included the same comments throughout the lesson plan because PI’s start at different weeks when they are creating lessons. However, once you get the hang of it, the comments may not be useful.

Additionally, we’ll provide feedback on your lesson plans using these comments. As you make updates to lesson plans, you’ll want to remove these comments as well. All of your submitted lesson plan assignments should be “clean” copies (no old feedback comments).

To Hide Comments:

Review tab→In the “Tracking” section you will see a box that will say “All Markup” and click on the box→Click “No Markup”

To Delete All Comments:

Review tab→In the “Comments” section you will see “Delete” with a downward arrow, click the downward arrow→Delete All Comments in Document

Backup Activity: Describe 3 activities you can use at any point in your class. Include purpose of the activity, approximate length of time needed, supplies needed, instructions, and processing questions/answers. Activities should be more significant than icebreakers and topical area connection is preferred. These should be activities that you can do at a moment’s notice. If your back-up activities require resources, these resources should be with you at each class. Our best advice is to post resources onto Sakai so they are readily available. Note that if you choose to use 168 hours activity as a backup activity, it should not appear in one of your weekly lesson plans as a planned activity.

1. 168 hours activity (20 minutes). This activity helps students to look more closely at how they are spending their time and how they can practice more effective time management as first-year students. The only supplies needed would be copies of the 168 hours activity sheets. Students will complete the activity and identify how many hours they have left/are using in their week. I will ask students to share by show of hands ranges of hours left. I will follow this with a discussion (see questions below).

Discussion

- Question: What are some of your reactions to the number of hours you should have free in your week? Why?
 - Expected Response: I expect student reactions to range from surprised, relieved, worried, etc.
- Question: If you feel like you do not have as many free hours as the sheet indicates you should have, where do you think you are spending that time?
 - Expected Response: Expected responses will be that they are spending a lot of time on social media, hanging out with friends in the residence halls, working, commuting, eating out, etc.
- Question: What could you do to maximize the minutes of your week more effectively?
 - Expected Responses: identify specific times to study so they are distracted while studying, including using blocks of time in their calendar, not multitasking so that something that should

take two hours to complete ends up taking four hours, or multitasking by getting small things done within larger things, and prioritizing their time

- Question: What Rutgers resources do you think would be most beneficial in helping you maximize your 168 hours?
 - Expected Responses: learning centers, writing centers, health services, CAPS, etc.

If there is time, we will discuss strategies for using time effectively (studying on bus, studying between classes instead of returning to res hall, etc.).

2. **The Undergraduate Plan** (20 minutes)

This will be an extension to the academic planning session and it will entail having students think about the opportunities they want to pursue and classes they want to take. During the first week of FIGS, I will hand them a blank 8 semester plan and information about classes/prerequisites from the economics major taken from here: <https://economics.rutgers.edu/downloads-hidden-menu/undergraduate/major-requirements/1768-majorrequirementsworksheetsummer2018/file>

This will be used toward the end of the activity.

To begin the activity, I want to give students an overview of WebReg, Course Schedule Planner, The Economics Website, and Course Sniper. This will be more or less casual. I know many many students have questions about registering for classes, classes to take, and concerns about getting into the classes they want to take. This is meant to be an open conversation or Q/A for about 10 minutes about the different systems.

I will do this by presenting them with Course Schedule Planner and how it links to WebReg. Then, we will transition into how you can get into classes that you have trouble getting into using a course sniper applications called <http://ru.richgerdes.com/>. Afterwards, I will show them the Economics website and how to get to the syllabus for different classes, view courses, and finding opportunities.

Then, I will show them my undergraduate plan. This is a Google Sheet that lists the classes I will take for the rest of college and what semester I will take them to ensure that I meet all the requirements.

Afterwards, I will use the 8 semester plan to encourage students to list activities and classes they would be interested in taking. They can write them on the back of the sheet with the blank excel like cells where the classes belong. They don't have to place anything for the other semesters yet. However, they should fill out the first semester. I will walk around and answer student's questions about classes, opportunities, and strategies to building the undergraduate plan.

Opportunities I will bring up are: Economics Honor Society, Study Abroad, Research, Graduate School, and coops/internships.

Lastly, I will have students discuss some of the things they wrote down and why they wrote them down.

The reason I have left this activity to be more of an open discussion is because I feel it is most effective this way. I don't want to simply lecture students and this is a good time to answer questions about scheduling and my experiences with the Rutgers economics program.

3. **Are you getting the most out of college?** (20 minutes)

To set the mood, I will show them this video:

Video title: **The Time You Have (In Jellybeans)**

2-3 sentence summary: The video starts off with 28,835 jelly beans to represent the number of days the average individual has to live. The commentator removes jellybeans to visualize how many days we will spend doing certain activities. At the end, we are left with 2,740 jelly beans left.

Video start and stop time: 0:00 – 2:35

Video total length (not to exceed 10 minutes): 2 minutes and 35 seconds

Question 1: What is your initial one-word reaction to the video? Why do you feel that way?

Expected Responses:

- Scary. We only have so much time left and the clock ticks every day. There are so many things I want to do and I feel like I need to get started on them right now.
- Enlightening. The video put a new perspective on the time I have left and showed me that I can only focus on so much.
- Unreliable. There is no way I sleep only that much. I sleep like 10-12 hours a day.

Question 2: Why do you think the use of jellybeans was a powerful way to visualize how much time you have left?

Expected Responses:

- There were many different colors, which made it seem like that each day is different and some days will be bad (red) while other will be good (yellow).
- Jellybeans are small so although the pile looks huge, when you relate it to time, it seems like there aren't enough jellybeans left.

Question 3: After watching this video, do you feel that you are using your time in college to the best of your ability?

Expected Responses:

- No. I feel that I can make even more meaningful relationships with the people around me.
- Yes. I have joined clubs that I am very interested outside my major to broaden my view of life.

After this discussion, I will have them read the following article for a few minutes:

APA citation:

Bruni, F. (2018, August 17). How to Get the Most Out of College. Retrieved from <https://www.nytimes.com/2018/08/17/opinion/college-students.html>

2-3 sentence summary: Many people feel that college is about deciding one major to pursue and doing that for the rest of your life. However, asking an 18 year old to figure out what they want to do for the rest of their life is difficult. The article shares how to make the most out of college through meaningful connection, clubs, and classes.

Final Discussion:

Question 1: Do you agree or disagree with the opinion of the article? Why?

Expected Response:

- I agree because exploring our options and getting to know faculty members is important for a successful future at Rutgers University.
- I disagree. I think it's important to focus on only a few things at a time.

Question 2: How has this article provided you with insight into how you can make the most of college and each and every day?

Expected Responses:

- Now I know that my major is not everything in college. I can always transition to new things and explore for the rest of my life.
- Though my time is limited, I still believe that not overworking yourself and only focusing on a few things at a time is the true key to success.

Question 3: How does this video relate to the jelly bean video?

Expected Responses:

- At the end of the jellybean video, the speaker asks how we will use our time and the article shows us meaningful ways we can use our time.
- Our time is limited but we can make the most of every jellybean. No decreasing marginal utility!

Week ONE, Date: 9/12/2018

Name of Lesson: A Capitalist's Beginning

FIGS Element(s) covered: N/A

Pre-class preparation (leave blank if not applicable):

Technology needs:

Laptop

HDMI cable

Check on Projector and connection

Copy requests:

Syllabus

Paper strips with names of the billionaires

Supplies requests:

PowerPoint (e.g., create Diversity PowerPoint):

Capitalism Presentation (including discussion questions)

Syllabus Jeopardy

What needs to be uploaded to Sakai:

Misc. (Computer lab requests, Contacting speakers, etc.):

READINGS completed for today as homework OR read in class as short in-class reading assignment

APA citation:

2-3 sentence summary:

Out of class reading, check here:

In-class reading, check here:

If no readings for class, check here:

VIDEOS to be Shown Today OR viewed as homework for today's class:

Video title: **Everybody talks about capitalism – but what is it? | Kajsa Ekis Ekman | TEDxAthens**

2-3 sentence summary: Ekman discusses the term capitalism in our modern day political system and how it often gets misinterpreted with democracy. She then discusses the history of capitalism with respect to the recent European debt crisis. She ends with a question of how we will face the crisis of economy, ecology, and energy.

Video start and stop time: 0:08 - 6:27 and 13:33 – 15:05

Video total length (not to exceed 10 minutes): around 8 minutes

If no videos for class, check here:

ASSIGNMENTS Completed for Today:

Assignment title:

Description copied from syllabus:

If no assignments for class, check here:

CLASS OUTLINE (Includes opening and closing, discussion questions and expected responses, transitions, clear explanation of how elements are connected to topical areas, clear explanation of connection to Rutgers, etc.)	Resources / Materials Needed:	Timing (i.e. 11:00 am-11:15 am 15 min):
<p><u>PRE-CLASS:</u> I will arrive to class about 20 minutes early to set up and begin interacting with any students who arrive early. To set a relaxed mood, I will play music and take song suggestions from students. While the music is playing, I will hand students a syllabus and the name of a billionaire. Since it is the first day of class, I will allot 1 to 2 extra minutes to ensure that everyone is present. I will encourage students to break out of their comfort zone and sit towards the front.</p>		9:30 AM – 9:52 AM
<p><u>OPENING:</u> Once students are settled, I will introduce myself.</p> <p>“Hello class! My name is Rishab Chawla (feel free to call me Rish or Rishy) and I am your Exploring Economics FIGS Instructor this semester. Currently, I am a junior studying Computer Science and Economics.</p> <p>Outside of the classroom, I am a part of the Undergraduate Student Alliance of Computer Scientists (USACS), Photography Club, and the Competitive Programming Club.</p> <p>How many of you went to your Orientation? (Sees hands go up). Awesome! I was an Orientation Leader during the Summer of 2017 and I love interacting with first-year students. That is why I applied to be a FIGS Instructor.</p> <p>Some of my interests include learning, reading, exercising, programming, playing video games, and photography.”</p>		N/A
<p><u>TRANSITION:</u> “Enough about me. It’s time that I learn more about you all and you all learn more about the billionaires in the world.”</p>		N/A
<p><u>FIRST ACTIVITY:</u> “Tell Me About Yourself, Billionaire” “As each of you walked in, you received the name of a billionaire (list to be determined). Now, some of you have never heard of this billionaire and if that is the case, you are more than welcome to refer to the quick facts I wrote about each billionaire on the slip you were handed or Google some more.</p> <p>The goal is to find a partner who is in the same industry as the billionaire that was given to you. Once you find someone, discuss something that you have in common with that other person. Then, find another group who is in the same industry as you. Even if that group is not in the same industry as you, try to think of how the two industries might be connected in some way.</p>	Paper strips with the names of billionaires required for activity.	9:52 AM – 10:04 AM (12 min)

<p>For example, if you are Tony Stark of Technology ABC and you find someone who is Peter Parker of Technology XYZ, then that is a match! Then, if Tony and Peter find Thor of Health Insurance ABC and Steve Rogers of Health Insurance XYZ, they can talk and try to discover how technology can be used in healthcare or vice versa. After that, they can try to find something similar amongst themselves. Oh look, they are all Avengers from Marvel Comics!</p> <p>The billionaires are there so that you can try to mix and match with different people in our class while learning about an important person who has made a major impact on our economy today. I want everyone to keep making connections until the whole class has found something similar. I'll be walking around to observe these interesting conversations.</p> <p>Remember, you are finding something common amongst yourselves after you discuss a potential connection between the industries that your billionaire represents.</p> <p>Question: Does anyone have any questions about the activity? Expected Response: Can you go over the activity again? What am I supposed to be doing with the billionaire once I introduce myself? What do you mean by make a connection or industry?</p> <p>Alright, ready, set, go!"</p>		
<p><u>DISCUSSION</u></p> <p>Question 1: What was difficult about the activity? Expected Responses:</p> <ul style="list-style-type: none"> • It was hard to find a similarity between my partner and I and the billionaire we had. • My billionaire's industry was in no way related to their industry and finding that connection required deep thinking. <p>"Yes exactly! These are all some great points that show that an economy and capitalist society is the inner workings of many different industries that all come together to form an economy. There are many different industries that all work together in some way to accommodate consumer needs."</p> <p>Question 2: What were some of the ways that you and your partner's industries connected? Expected Responses:</p> <ul style="list-style-type: none"> • The tech industry and car manufacturing industry seem to interconnect. Technologies in cars are supplied by major corporations such as Apple with Siri optimization. • Amazon, Walmart, Target, and many other big retailers supply a variety of different goods such as foods, toiletries, entertainment, etc. 	<p>PowerPoint with Discussion Questions Projected</p>	<p>10:04 AM – 10:12 AM (8 minutes)</p>

<ul style="list-style-type: none"> • Fresh farms supply vegetation for restaurants, fast food, and retailers such as Chipotle, Whole Foods (which is now owned by Amazon!), and Costco. <p>“The examples that you all provided are spot on. There are many different industries and corporations that supply goods to each other. Therefore, it is pertinent for these companies to have good relations with each other, even though they are in a competitive market.”</p> <p>Question 3: I have thrown around the terms capitalism and free markets. What do you think they mean? Expected Response: Capitalism is an economic system in which private companies and corporations control the trade and industry.</p> <p>Question 4: Based on your current knowledge of economies in different countries, how might different economic systems change the way industries are connected? Expected Responses:</p> <ul style="list-style-type: none"> • In economies where trade and industry are controlled by the central government, there is a lack of consumer choice. This results in the government controlling how industries connect, which often results in shortages or surpluses because the government does not necessarily know what consumers want. • In economic systems where people barter or already know who to trade with, it is difficult to incorporate the techniques of other industries. For example, technology would not be used in the car manufacturing industry because of the lack of innovation. People have no reason to redefine their current consumer demands. 		
<p><u>TRANSITION:</u> “So when we think of the economy, we generally tend to think about market economies that are founded upon the principles of supply and demand.</p> <p>When I first thought of the study of economics, the first thing that came to mind was Wall Street and Jordan Belford (show picture of an intense Wall Street banking firm on the projector). However, I quickly realized the inaccuracies of this view of economics. While hedge funds and banks are important to the economy, that is not what capitalism truly represents.</p> <p>I am going to show you a quick video to give you a better understanding of economics and capitalism. While this video may seem to have a negative view at times, what I hope you’ll be able to gain is the big picture and understanding of what capitalism means for the economy going forward.”</p>		<p>N/A</p>

<p><u>VIDEO:</u> Everybody talks about capitalism – but what is it? Kajsa Ekis Ekman TEDxAthens Ekman discusses the term capitalism in our modern day political system and how it often gets misinterpreted with democracy. She then discusses the history of capitalism with respect to the recent European debt crisis. She ends with a question of how we will face the crisis of economy, ecology, and energy. Clips Shown: 0:08 - 6:27 and 13:33 – 15:05</p>	Video Ready to be Projected	10:14 AM – 10:22 AM (8 minutes)
<p><u>TRANSITION:</u> “While I have never met Kajsa Ekis Ekman, she is a prominent journalist and activist for social issues such as women’s rights and financial crises. She has written two books. ‘Being and Being Bought’ discusses Marxist and feminist principles to argue about the way we perceive ourselves. ‘Stolen Spring’ discusses the European debt crisis in the view of Greek workers from Athens. It is interesting to note that while she is not a full-fledged economist, she is still able to incorporate economic principles in the social work she inspires.”</p>		N/A
<p><u>VIDEO DISCUSSION:</u> Question 1: What did you learn from the video? Expected Responses:</p> <ul style="list-style-type: none"> • I learned what capitalism means (production in private hands that is made for profit). • I learned the difference between capitalism and other economic systems such as a command economy. • I learned that the speaker thinks there are three main issues in capitalism: energy, ecology, and economy. • I learned that the way we are managing capitalism may be the reason of the crises that are happening around the world starting with the oil crises. <p>“These are some great points that definitely summarize the challenges with capitalism that were brought up in the TED talk. In the beginning of the video, Ekman talks about democracy and capitalism.”</p> <p>Question 2: Why do you think we confuse democracy and capitalism? Expected Responses: The responses will vary here. I would personally say it is because people often think of our political system as a conglomerate of many different systems and entities such as capitalism, democracy, political parties, and the judicial system that it gets associated as one term. As a result, in many capitalist scenarios, people think it has to do with the democracy.</p>	PowerPoint with Discussion Questions Projected	10:24 AM – 10:31 AM (7 minutes)

<p>Question 3: While the video believes that capitalism is a dying economic system, what may be the advantages to having a capitalist society?</p> <p>Expected Response:</p> <ul style="list-style-type: none"> • There is greater innovation because people are more likely to develop new products that excite consumers and shift supply and demand. • There is motivation to reduce wastes because the expense of unsold products falls burden on the corporation that creates the products rather than the government. • There are more growth opportunities to earn a comfortable living. 		
<p><u>TRANSITION:</u> “We have discussed a lot today but the center of the discussion has been around capitalism. Capitalism is really just a market that is often discussed in the study of economics. At Rutgers, you will mostly focus on this economic system in your studies. Now, let us take a deeper dive into the concept of economics within itself.”</p>		N/A
<p><u>DISCUSSION:</u> Question 1: With everything that has been discussed today, what exactly is economics? Why do we study it? Expected Response: Economics is the study of how our choices or decisions influence consumption of goods and services amongst a group of people.</p> <p>“As you can see, economics is not really about money, finance, capitalism, or the supply and demand graphs that everyone makes it out to be. While these are all tools and important ideas that economists use in their craft, economics focuses on decision making.”</p> <p>Question 2: How can we see the importance of economics in the icebreaker activity we did in the beginning of class? Expected Response:</p> <ul style="list-style-type: none"> • Billionaires have made different decisions that have led them to their path to success. • If we change any important variable in their industry, it could change the consumption of goods in that industry. • All these different markets come together to form the larger capitalist society. As consumers, we determine the success or failures of this society and the industries within it. <p>Question 3: Now that we have a more specific definition for what Economics is, how exactly can we apply it to the three issues that Ekman brought up at the end of the video? Expected Responses: The answers will vary depending on each student’s interpretation of the video. Personally, I would respond by saying we can analyze consumer behavior to predict trends in</p>	PowerPoint with Discussion Questions Projected	10:32 AM – 10:40 AM (8 minutes)

markets. We can use these trends to manipulate better consumption patterns so that we can maintain the strength of our economic system.		
<p><u>TRANSITION:</u> “You have all brought up some great points. However, we still have a lot to explore in this course and you can all come to me as a resource to your path to success. In an effort to prepare you for the amazing Economics program we have here at Rutgers University, the FIGS department has allowed me to design an interactive curriculum so that you can learn about the different aspects in Economics. I will mostly focus on current event applications of topics you will learn in your introductory economics courses. To spice things up, let’s play a game of jeopardy that will test to see your current knowledge of economics and some of the topics that you we will discuss in this class. Please take out the syllabus that was given to you in the beginning of class.”</p>		N/A
<p><u>ACTIVITY: A Capitalist’s Syllabus – Jeopardy Edition</u> Since the students have remained in their seats for quite some time, this is an opportunity to get up and move around. I will also pass out syllabi to all students. I will split the class into four groups. The jeopardy game used to review the syllabus can be found here: https://www.playfactile.com/exploringeconomicssyllabus. This includes all the questions that I used for the game.</p> <p>At the end of the game, I read off important rules from the syllabus regarding attendance, assignments, and participation.</p>	Syllabus Jeopardy PowerPoint Projected	10:42 AM – 11:05 AM (23 minutes)
<p><u>CLOSING:</u> “Today we were able to explore what economics really is and how we can apply it to many industries. You should now have a better idea of how capitalism influences our consumption patterns. Since it is the first week of class, I am sure some of you have questions about Rutgers and maneuvering around the five campuses. I am leaving these next five minutes for any question you may have!”</p>		11:05 AM – 11:10 AM (5 minutes)

Accomplishments from today’s lesson

What are three things that your students will be able to do as a result of class today:

- 1) Students will be able to understand what capitalism is and how we can improve it.
- 2) Students will be able to define economics and why we study it.
- 3) Students will be able to learn the name of most of their classmates.

Announcements for next class:

None

Readings Due for Next Week:

APA Citation:

2-3 Sentence Summary:

If no readings for class, check here:

Assignments Due for Next Week:

Title:

Description copied from syllabus:

If no assignments due, check here:

Week TWO, Date: 9/19/2018 (OBSERVATION)**Name of Lesson:** Learning to Supply an Efficient Demand**FIGS Element(s) covered:** Academic Success**Pre-class preparation (leave blank if not applicable):**Technology needs:

Laptop
 Projector
 HDMI Cable
 Poll Everywhere

Copy requests:

Supply Chain article

Supplies requests:PowerPoint (e.g., create Diversity PowerPoint):

Create PowerPoint with Discussion Questions and Apple's Supply Chain

What needs to be uploaded to Sakai:

Managing Your Own Success Reflection assignment

Misc. (Computer lab requests, Contacting speakers, etc.):**READINGS completed for today as homework OR read in class as short in-class reading assignment**

APA citation:

Lu, C. (2014, April 3). Apple Supply Chain - The Best Supply Chain in the World. Retrieved April 15, 2018, from <https://www.tradegecko.com/blog/apple-had-the-best-supply-chain-in-the-world-for-the-last-four-years-here-is-what-you-can-learn-from-it>

2-3 sentence summary: This article explores Apple's overall supply chain process and how it "manages to have such a great inventory management". Apple's focus on having many suppliers for its products and ensuring that all the products produced are sold allows it to generate such high quarterly revenue figures. The article also discusses specific numbers during the release of the iPad 2.

Out of class reading, check here:

In-class reading, check here:

If no readings for class, check here:

VIDEOS to be Shown Today OR viewed as homework for today's class:

Video title:

Link:

2-3 sentence summary:

Video start and stop time:

Video total length (not to exceed 10 minutes):

If no videos for class, check here:

ASSIGNMENTS Completed for Today:

Assignment title:

Description copied from syllabus:

If no assignments for class, check here:

CLASS OUTLINE (Includes opening and closing, discussion questions and expected responses, transitions, clear explanation of how elements are connected to topical areas, clear explanation of connection to Rutgers, etc.)	Resources / Materials Needed:	Timing (i.e. 11:00 am-11:15 am 15 min):
PRE-CLASS: I plan to arrive 10 minutes early and play music as students get settled into class. I will take song suggestions from students as they settle down.		9:40 AM – 9:50 AM (10 minutes)
OPENING: “Good morning everyone! Today, we are going to explore supply chains, which ties in really well with academic success and what it means to be efficient. I want you to think of supply chains as the steps or processes necessary to produce a good or service. Supply chains are important because they give economists the opportunity to discover methods to perfect the production process and allocate resources efficiently without being wasteful. We will start off with an activity called “COOKing Up a Supply Chain”, which has you build your own supply chains.”		N/A
<p>ACTIVITY “COOKing Up a Supply Chain”:</p> <p>Instructions (5 minutes): I will split the class into 5 groups of 5 (assuming that I have 25 students in my class).</p> <p>All groups represent Apple Inc. and CEO Tim Cook, a company that has been renowned for having the most efficient supply chain process that rarely wastes a single product.</p> <p>Each group will be given one of the following steps in the manufacturing process:</p> <ul style="list-style-type: none"> • Research and development • User experience testing/feedback • Pre-launch (manufacturing, organizing how the parts come together, assembly, etc.) • Launch (Issues with supply and demand) • Quarterly review (what can be done to improve for the future) <p>The goal of each group is to figure out how to minimize the total cost of production of Apple’s iPhone XS. Your goal is to best describe how the iPhone is developed during your stage of production. As a useful hint, I will go over popular reasons for production issues:</p> <ul style="list-style-type: none"> • Ensuring that you have all the necessary parts before shipping a product • Research, development, and testing of new systems and processes • Quality assurance 	Chalk and Chalkboard	9:52 AM-10:15AM (23 minutes)

- Supply shocks (A sudden event that will increase or decrease the supply of an iPhone. For example, if Samsung, the supplier of the displays on the iPhone goes out of business, then Apple will have to find a new supplier for its displays.)
- Changes in consumer demand

For the purpose of this activity, assume that you are only accounting for the basic parts of the phone:

- Camera
- Processor
- Display
- Battery
- Touch ID sensor
- Speaker
- Microphone

You are more than welcome to analyze your phone but please do not Google where the parts of an iPhone come from!

Some questions/statements to consider that I wrote down on the chalkboard:

I don't want you to be frightened by the term supply chain. What I am really trying to see is if you all understand that Apple has to create a thoughtful process to develop an iPhone and constantly reflect on whether their strategy is working well or not.

- Apple is a very large corporation with a lot of resources and engineering power. However, if Apple manufactured all of its parts in California, your iPhone would be much more expensive.
- If Apple wanted to streamline the assembly of an iPhone, what might be the cheapest option? As mentioned before, it would be very expensive to make it in the US. What might be a better alternative to producing an iPhone?
- Why do you think it is important that Apple break up the steps for producing an iPhone? In other words, why would Apple need to first work on research and the design of the phone before figuring out how to manufacture it or how to ship it to consumers.

Each group will write their ideas down on a sheet of paper with other group members. You will have 8 minutes to think of how Apple would manufacture the iPhone XS in your stage of development and then each group will present their predictions for 2 minutes.

To split people into groups, I used a taco activity. In the beginning of class, I handed out the Apple supply chain article and wrote down a piece of a taco in the corner of their paper. Taco pieces include the

<p>tortilla, cheese, guacamole, meat, and beans. Students had to find other students with the other ingredients required to build a taco. In other words, each group member has a unique piece of the taco.</p>		
<p><u>DISCUSSION</u></p> <p>Question 1: Describe what a supply chain is in a single sentence. Expected Responses:</p> <ul style="list-style-type: none"> • The way in which a company organizes the processes involved to produce a good. (Oxford) • A term to describe how to manage the flow of goods and services, raw materials, and inventory. (Rutgers Business School) • A network established between a company and suppliers that represents the necessary steps to produce a product or service. (Investopedia) <p>Question 2: How does this idea of a supply chain relate to efficiency? What does it mean to be efficient? Expected Responses: Efficiency is producing something without wasting material or energy in the process. Efficiency is an integral factor in developing supply chains. It allows supply chains to be organized such that the process of producing something does not waste resources and utilizes all resources to the maximum potential. Without efficiency, a supply chain would be lacking and wasteful.</p> <p>Question 3: What were some of the challenges you faced while striving for efficiency within your stage of the supply chain process? How did you manage these challenges? (Adopted from Irada via lesson plan feedback):</p> <ul style="list-style-type: none"> • Thinking about how Apple finds the right changes to make to the next generation of iPhones. • Figuring out how Apple orders the correct amount of parts to go in the iPhone and manages the delivery of those parts to the correct warehouses. • Coming up with ways Apple could ask consumers to test products without having information of the product leak on the internet beforehand. • Figuring out how Apple can improve their earnings and pass along the correct information to research and development for the next iPhone. <p>Question 4: Of all stages of manufacturing presented today, what stage seems to be the most intense for employees who are getting ready to get the iPhone XS in the hands of the consumer? Expected Responses:</p> <ul style="list-style-type: none"> • Research and development. I have no idea how the design engineers sit in a lab and think about what the consumer wants without actually asking them or giving hints away to what the next iPhone could be! 	<p>PowerPoint with Discussion Questions Projected</p>	<p>10:15 AM – 10:25 AM (10 minutes)</p>

<ul style="list-style-type: none"> • Pre-launch. Organizing which parts go where and how to get them shipped to the right manufacturing plant. • Quarterly reviews. Analyzing numbers seems like a headache to me! • Launch. Oh no, there is a supply shock! Now we have to delay orders on our iPhone XS and that will decrease customer satisfaction. 		
<p><u>TRANSITION:</u> From the previous activity, you were able to ponder over how the phones that you hold in your hand may be created. Many people believe that Apple creates all of its own parts and manufactures everything themselves in a plant in China or even here in the United States. However, it is much more complex than that because manufacturing everything would drive the price of an iPhone up.</p>		N/A
<p><u>IN-CLASS READING:</u> I will have students read the article linked below for about 5 minutes.</p> <p>https://www.tradegecko.com/blog/apple-had-the-best-supply-chain-in-the-world-for-the-last-four-years-here-is-what-you-can-learn-from-it</p> <p>Then, I will discuss it with them. As I am discussing I will use the infographics listed below.</p> <p>Infographics: https://thumbnails-visually.netdna-ssl.com/the-iphone-supply-chain_52cc3f65e9b98_w1500.jpg</p> <p>https://www.phonearena.com/news/The-X-is-a-Frankenphone-see-how-Apple-makes-or-breaks-the-fortunes-of-its-suppliers_id100935#image-311534</p>	Copies of article. Infographics projected on screen.	10:25 AM – 10:30 AM (5 minutes)
<p><u>DISCUSSION:</u> Question 1: How much do you think Apple makes on the iPhone X (current value is \$999.99 USD)? Any guesses? Potential Response: \$100 USD, \$350 USD, \$10 USD... Expected Response: Approximately \$652 USD</p> <p>Question 2: If Apple generates so much profit on the iPhone X, what is the point of having so many suppliers for the iPhone. Why shouldn't Apple just create all the parts in house? Expected Responses:</p> <ul style="list-style-type: none"> • Apple would also have to do further research and development into how each part is manufactured which will cost extra resources. • Manufacturing everything in house will only drive up the price of an iPhone and as a consumer, I would rather just buy an Android phone if an iPhone is that expensive. 	PowerPoint with Discussion Questions Projected	10:30 AM – 10:37 AM (7 minutes)

<ul style="list-style-type: none"> • It would be difficult to release new and exciting products every year because the employees at Apple are focused on manufacturing costs rather than building meaningful experiences. <p>Question 3: Why do you think it is important for Apple to have such an efficient supply chain process? Expected Responses:</p> <ul style="list-style-type: none"> • It is not environmentally friendly to manufacture extra product. • Apple needs to know how many parts it should order from each of its suppliers. • Apple can collect data based on the supply chain to make smarter decisions about their growth in the future. • It will show just how popular a product is compared to other products on the market. <p>Question 4: How can knowledge of economics be applicable in supply chain management? Expected Responses:</p> <ul style="list-style-type: none"> • Supply and demand. If a supply shock occurs, economists would be concerned with which supplier will minimize the total cost of the iPhone. This is supported by the idea of consumer and producer surplus. • Investor satisfaction. As economics students, you understand the financial industry and the effects of a product on the price of a stock. This is information that helps managers determine if investors believe in the supply chain process that Apple is currently implementing. 		
<p><u>TRANSITION:</u> “Now that we have seen the impact of efficiency in Apple’s own supply chain process, how many of you enjoyed analyzing and understanding how an iPhone is manufactured? * students raise their hands * Well then, you’re in luck. My friend Husain, who is a Supply Chain major in the Rutgers Business School, was a Product Management Intern at Panasonic this past summer. He will be joining us for a panel later in the semester so if you have any questions, write them down on a somewhere safe and you will have the opportunity to ask them in the future. Husain worked in the Eco Solutions department at Panasonic and the product line he managed was power tools. He helped his hiring manager secure deals in foreign countries.</p>		<p>N/Aff</p>

<p>If you are interested in Supply Chain, but are worried that you are majoring in Economics, fear not. Economics majors can still get into Product Management positions due to their applied knowledge of statistics and understanding of economic theory. If you are interested in Supply Chain Management as a major, I recommend that you talk to a faculty advisor at the Rutgers Business School. If you have any questions, please feel free to talk to me after class or during my office hours.</p> <p>I hope you all enjoyed that activity and discussion. So far, we have talked a lot about efficiency and processes. In order to ensure your academic success at Rutgers, it is important that you streamline the way you learn so that you can balance all the material from the classes that you are taking. Just as Apple plans the way they produce goods, so too does a student need to plan and organize the tasks they have at hand to ensure success. To give you some insight on the learning process and the resources available at Rutgers, we will start with an activity.”</p>		
<p><u>ACTIVITY: How can we make the way we learn more efficient?</u> A quick activity that I will do is use Poll Everywhere to type the first word they think of when they think about learning. As the responses flow in, a word cloud will be created and we can see what people are thinking. This will give me an idea of what students know and insight into what students may want to understand about learning.</p>	Poll Everywhere set up on the projector.	10:43 AM – 10:48 AM (5 minutes)
<p><u>TRANSITION:</u> “I hope that you were all able to see that everyone has their own style of learning. In order to ensure that you maximize your learning experience at Rutgers, I encourage you to take advantage of the resources available to you. “I have noticed, as a Learning Assistant for Physics, that students who utilize these resources tend to succeed in the classroom.”</p> <p>In the next activity, I want you to sell me on how you will use the resources available to you on campus efficiently.</p>		N/A
<p><u>ACTIVITY: Academic Success Shark Tank</u> (Adopted from Benjamin Bass (Economics 2017))</p> <p>Before we begin the activity, I will give a brief introduction on each of the resources:</p> <p>The Rutgers Learning Centers are an integral part to the Rutgers learning experience. They provide academic support through walk-in tutoring hours, study groups, academic success workshops, and academic coaching, which can help improve your learning skills. They even provide some cool employment opportunities.</p> <p>I was a Learning Assistant for Extended Analytical Physics 1B last semester for the Learning Centers and it was an amazing experience. I assisted students during recitations and lectures with the course</p>	Chalk and Chalkboard	10:50 AM – 11:05 AM

material. This usually included me asking them questions about what they understand so that they can get to the answer on their own, rather than me giving them the answer to every question they asked. If you are very passionate about a subject area, I encourage you to apply to the program.

All Writing Centers on campus offer walk-in tutoring hours for ten weeks during the semester. During walk in hours, tutors help students identify errors in their writing patterns and help improve their papers. These tutoring sessions are typically 1 hour and 20 minutes for five weeks. They even have employment opportunities for student who receive at least a B in Basic Composition and Expository Writing.

While you're writing your papers, it is important that you use reliable sources. If you go to libraries.rutgers.edu, you can access many databases (I will pull up the website for them), including EconLit, which is an Economics database with more than 750 international economic journals from 1969-present.

Aresty is a renowned research center around campus that provides research opportunities for undergraduate students. There are two main programs offered by the Aresty program: Research Assistant Program and Summer Science Program. One interesting project, supervised by Professor Eugene White from the Department of Economics is "Bank Supervision and Financial Stability". In this project, undergraduate students evaluated the performance of the Federal Reserve using econometric analysis.

While I have not received any opportunities with the Aresty Research Center, I worked as a Research Assistant this summer with a professor in the School of Communication and Information. It was a Data Science project that analyzed post on Instagram to create a Machine Learning algorithm to detect if a post contains any Cyberbullying. Here are some pictures and data on non-cyberbullying sample posts that I analyzed.

"Now, as economics students, there are many ways for you to use these resources around campus. I want you to sell me on how you will use them. Imagine that I am Kevin O' Leary, a shark on Shark Tank.

I will split you all up into 4 groups: Learning Centers, Writing Centers, Databases, and Research. Each group will be responsible for coming up with at least 3 ways they can use the learning centers to succeed at Rutgers. You can write your ideas down on the chalk boards. You will then have to present your ideas and I will evaluate as to whether I will invest on your idea or not (I will always invest on their ideas but just to make the tone more serious). For example,

<p>if you are the Learning Centers group, you may go to a tutor for help in Statistics. You will have 4 minutes to think of your ideas and 1 minute each to present. Begin!”</p>		
<p><u>CLOSING:</u> Now that we explored how to be successful academically around campus, I want to show you something. (I will show them my to do list app called Wunderlist and my calendar app, Apple calendar.) These are two apps that I use on a daily basis to plan out my day in a block-like schedule and to manage the tasks I need to do. While this may look intimidating at first, I encourage you to all utilize a system like this to manage your productivity as a college student. Thus, for next week, I want you all to find an app or a system in which you can write a to do list and keep track of important events on your calendar. You don't have to schedule your time into blocks like I do and you don't need to use an app. You are more than welcome to use pen and paper (such as sticky notes, an agenda, journal). At the beginning of next class, I want some of you to share what it was like using a to do list and some of the techniques you used to manage your time efficiently. I will also ask that you write a simple reflection on how you managed your time effectively and a picture showing how you organized your days.</p> <p>That is all for today. I hope you enjoyed today's class!</p> <p>For next week, please bring your phones. We will be doing an activity that requires your phone.</p> <p>Thank you and have a good rest of the week!</p>		11:05 AM – 11:10 AM (5 minutes)

Accomplishments from today's lesson

What are three things that your students will be able to do as a result of class today:

- 1) Students will be able to identify how Apple conducts its supply chain process.
- 2) Students will be able to identify the Learning Centers and Writing Centers around campus and their role in academic success.
- 3) Students will be able to find research opportunities and learn how to utilize scholarly resources.

Announcements for next class:

For next class, please bring your cellphones. We will be doing an activity that requires your phone.

Readings Due for Next Week:

APA Citation:

2-3 Sentence Summary:

If no readings for class, check here:

Assignments Due for Next Week:

Title: “Managing Your Own Success” Reflection

Description copied from syllabus:

When a first-year student enters college, he or she may be intimidated with all the new responsibilities they have to tackle on. Because of this, students struggle to accommodate time for important activities such as studying, eating, and exercising. To encourage you all to manage your time wisely, I want you

all to start organizing all the things you have to do in some way. This can include a to do list app with lists for each class that include assignments with the due date, block scheduling using a calendar, or simply using sticky notes. Whatever system you want to implement is completely up to you. I recommend looking at videos from Thomas Frank on Youtube to give you some ideas.

Systems you can consider implementing:

- A calendar and to-do list app on your phone
- A calendar and to-do list app on paper
- A set of goals you have written down somewhere
- A whiteboard with all your information for the day.

This assignment is meant to be creative so enjoy the process!

After you implement a system, you will write a reflection about your experience and different tactics you tried to manage your success.

Questions to consider in your reflection:

- What tool did you use?
- What were the advantages and disadvantages to using the tool?
- How was the tool changed your lifestyle?

The reflection is to be typed, one page, with Times New Roman 12pt. font and 1 inch margins. It will be due September 26, 2018 at 8:00 AM.

If no assignments due, check here:

Week THREE, Date: 9/26/2018

Name of Lesson: Don't Short Your Wellbeing

FIGS Element(s) covered: Personal Wellness

Pre-class preparation (leave blank if not applicable):

Technology needs:

Projector

Laptop

HDMI Cable

Kahoot (students will need their phones)

Copy requests:

"Did President Obama Really Dig Us Out of the Great Recession?" article

"How Jony Ive Masterminded Apple's New Headquarters" article

Supplies requests:

PowerPoint (e.g., create Diversity PowerPoint):

Create PowerPoint with Discussion Questions

What needs to be uploaded to Sakai:

Wall Street Journal Assignment description

Misc. (Computer lab requests, Contacting speakers, etc.):

READINGS completed for today as homework OR read in class as short in-class reading assignment

APA citation:

Gimein, M. (2016, January 12). State of the Union: Did President Obama Really Dig Us Out of the Great Recession? | Money. Retrieved from <http://time.com/money/4176949/who-really-dug-us-out-of-the-great-recession/>

2-3 sentence summary: The Great Recession started 8 years ago when the article was written and the author discovers 4 actions taken to boost the US Economy. The stimulus package from Barack Obama, the Bush administration's bank bailout, the Fed's zero interest rate policy, and the European Central Bank managing their own debt crisis as well as the Great Recession.

APA Citation:

Passariello, C. (2017, July 26). How Jony Ive Masterminded Apple's New Headquarters. Retrieved from <https://www.wsj.com/articles/how-jony-ive-masterminded-apples-new-headquarters-1501063201>

2-3 Sentence Summary: The article explores the mastermind behind Jony Ive's design choices with a focus on the Apple's new headquarters, Apple Park. The article goes into a little depth with the design choices that were made for the Apple Park campus.

Out of class reading, check here:

In-class reading, check here:

If no readings for class, check here:

VIDEOS to be Shown Today OR viewed as homework for today's class:

Video title: "The Great Recession (2007-2008 Global Financial Crisis) Explained in One Minute

Link: https://www.youtube.com/watch?v=nBh6PIC9_1g

2-3 sentence summary: The video starts off talking about banks mortgaging houses to people who cannot afford them. To make money, banks sold the loans that were given to people on international markets and insurance companies, such as the American International Group, promised investors that they would give them their money back. Borrowers could not pay the loans back, which led to the collapse of the banking system.

Video start and stop time: 0:00-1:27

Video total length (not to exceed 10 minutes): 1 minute and 27 seconds

If no videos for class, check here:

ASSIGNMENTS Completed for Today:

Assignment title: "Managing Your Own Success" Reflection

Description copied from syllabus:

Managing Your Own Success Reflection (5 points)

When a first-year student enters college, he or she may be intimidated with all the new responsibilities they have to tackle on. Because of this, students struggle to accommodate time for important activities such as studying, eating, and exercising. To encourage you all to manage your time wisely, I want you all to start organizing all the things you have to do in some way. This can include a to do list app with lists for each class that include assignments with the due date, block scheduling using a calendar, or simply using sticky notes. Whatever system you want to implement is completely up to you. I recommend looking at videos from Thomas Frank on Youtube to give you some ideas.

Systems you can consider implementing:

- A calendar and to-do list app on your phone
- A calendar and to-do list app on paper
- A set of goals you have written down somewhere
- A whiteboard with all your information for the day.

This assignment is meant to be creative so enjoy the process!

After you implement a system, you will write a reflection about your experience and different tactics you tried to manage your success.

Questions to consider in your reflection:

- What tool did you use?
- What were the advantages and disadvantages to using the tool?
- How was the tool changed your lifestyle?

The reflection is to be typed, one page, with Times New Roman 12pt. font and 1 inch margins. It will be due September 26, 2018 at 8:00 AM.

If no assignments for class, check here:

CLASS OUTLINE (Includes opening and closing, discussion questions and expected responses, transitions, clear explanation of how elements are connected to topical areas, clear explanation of connection to Rutgers, etc.)	Resources / Materials Needed:	Timing (i.e. 11:00 am-11:15 am 15 min):
<p><u>PRE-CLASS:</u> I plan to arrive 10 minutes early and play music as students get settled into class. I will take song suggestions from students as they arrive to class. This will also give me time to get settled and setup.</p>		N/A
<p><u>OPENING:</u> “Hello everyone. I hope you all had a productive week. Today, we are going to talk a little bit about your productivity adventures and how that ties into your personal wellness. Then, we will discuss the importance of a healthy economy. We will wrap up the class with a discussion of a dark time in the US economy known as the Financial Crisis of 2008 and why it’s important for you to manage your own personal wellness so you do not fall victim to a crisis of your own.”</p>		N/A
<p><u>DISCUSSION: “Managing Your Own Success Reflection”</u> Last week, I asked all of you to come up with a system that will allow you to manage your academic success. Being productive and active is an important part of life because it gives us a sense of accomplishment.</p> <p>I want you to take three minutes to talk with the person next to you about what you enjoyed about your adventures in planning your daily routine and building a successful lifestyle.</p> <p>Then, we will discuss as a class.</p> <p>Question 1: How many of you actually enjoyed managing your life by building a daily routine? How did it make you feel? (I will display emoji’s and ask them to point to which one they are feeling like we did during PI Orientation.) Expected Response:</p> <ul style="list-style-type: none"> • I hated it! I am so used to going with the flow and procrastinating that I would procrastinate on planning my daily routine. I would procrastinate on procrastinating and that was not good! (Yikes) • It was okay. It was a little difficult at first but after getting the hang of it I realized that it is important to have a plan. After all, Batman never shows up to a fight without a good plan or two ;). • It was stressful trying to be so precise with the timings. I constantly felt like the Flash trying to run at super speed doing one thing and the next. I am not sure if block scheduling is for me but I like the idea of making goals for the day. • I loved it! Planning my schedule so intensely in blocks made me manage my time more efficiently. I never got this much 	PowerPoint with Discussion Questions Projected	9:52 AM - 9:59 AM (7 min)

<p>sleep in my life on school nights. I never knew I could do more by just planning my schedule. I feel emotionally and physically well.</p> <p>Question 2: Why is it important to manage your time efficiently? What happens when we don't manage our time? Expected Responses:</p> <ul style="list-style-type: none"> • It's important because it made me realize that I could get more out of my day if I didn't just go with the flow. • It's important because I was finally able to work in a way and relax while still getting all my work done before it was due. I have never been so relieved in my life. • If we don't manage our time wisely, we end up wasting it on video games, television, and social media. Don't get me wrong these things are great. However, these things only deteriorate our motivation to focus and get more work done productively. <p>Question 3: What is one way you want to improve your daily routine? Expected Responses:</p> <ul style="list-style-type: none"> • I want to be able to work out 3 times a week. I used to love working out in high school but I feel like ever since I have entered college, I have neglected it. (I will encourage the student to visit me during office hours to work on building a better schedule) • I want to find better spots on campus to focus and better strategies to help me study. (I will suggest the student to videos I have found useful and the Pomodoro technique) • I want to use my spare time to make meaningful experiences and connections while still getting the most out of my study time. (I will recommend that the student use a focus timer to study and join clubs and organizations during free times of their schedule) 		
<p><u>TRANSITION:</u> “These are all amazing ideas and I am glad that some of you enjoyed the experience of planning out your day. I know that sometimes it can be stressful, especially if you don't accomplish what you hoped to in a period of time. However, this gets better as you understand how you like to work. I encourage you all to continue managing your schedules like this.</p> <p>I know for me that it tends to be very difficult to manage my time wisely when I don't get enough sleep or get the physical exercise I need. This next activity, called Personal Wellness Kahoot, will help educate you so that you can make smarter decisions. After all, efficiency is our utmost priority as future economists. So buckle up and take out your phones as we get ready for some kahoot-ing”</p>		<p>N/A</p>

<p>ACTIVITY: “Personal Wellness Kahoot” Adopted from HOPE (Summer Institute I) (While I am using the template provided by HOPE, I have modified some of the discussion questions to fit in with economics. I have only included those discussion questions that have been modified.)</p> <p>“For the next part of our productive class, let’s play an interactive game of Kahoot! Everyone, please take out your phones and go to the website up on the projector.</p> <p>Question 1: How many students reported doing something they later regretted while drinking alcohol? Answer: 21.3% reported doing something they later regretted. Follow-up Discussion: “Drinking alcohol irresponsibly can lead to many consequences to both your personal life and physical wellbeing.”</p> <p>What are some things people may regret doing while drinking alcohol?</p> <ul style="list-style-type: none"> • Unprotected sex • Vandalism • Drunk dialing/texting • Tattoos • Posting something on social media • Betting all the money in their wallet <p>What do you think are the economic costs of drinking alcohol?</p> <ul style="list-style-type: none"> • About 88,000 people die each year in the US, which leads to losses in productivity • In 2010, the cost of excessive drinking reached \$249 billion. <p>I will show them this infographic: https://www.cdc.gov/media/images/releases/2015/p1015-excessive-alcohol.pdf</p> <p>Where do you think most of the loses are incurred?</p> <ul style="list-style-type: none"> • 72% workplace productivity • 11% health care expenses • 10% law enforcement • 5% motor vehicle accidents <p>I will show them this infographic: https://www.cdc.gov/alcohol/pdfs/excessive_alcohol_cost.pdf</p> <p>“Remember, if someone tells you that they are drinking to forget something or drinking on a regular basis and don’t remember their actions, refer them to the Alcohol & Other Drug Assistance Program as a part of CAPS.</p>	<p>Kahoot Game Projected</p>	<p>10:00 AM – 10:23 AM (23 minutes)</p>
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Question 3: How many students reported getting enough sleep that they felt rested for 6 out of 7 days?

Answer: Only 4.8% of students are getting enough sleep. Yikes!

Follow-up Discussion:

“Well as I like to say, “nothing good happens after 2 AM”. Truth is, if you aren’t getting 7-9 hours of sleep, you simply aren’t getting enough.”

How do you feel when you aren’t getting enough sleep?

- Groggy, klutzy, lack of proper coordination
- You can’t remember something for a test
- Half asleep while driving to school (I sure hope not!)
- Increased use of caffeine resulting in less money in my bank account

“So, as some of you have mentioned, being sleepy is not a pleasant feeling at all in anyway whatsoever! I know last semester when I had to leave my house at 7:30 AM due to rush hour traffic, I would feel very tired. No matter how loud I blasted Ed Sheeran on my speaker, I felt very miserable. In fact, one time I think I shut my eyes for a few seconds while driving. I am not sure if the next traffic light was a red light or not, but since then I have reworked my sleep schedule to get more sleep. Let’s consider sleep from an economics stand point.”

Why do you think students are not getting enough sleep? What decisions do people make that lead them to feel exhausted the next day?

- Staying up late scrolling through social media.
- School work/exams
- Partying
- Video Games
- “My friends are staying up, so am I”
- “I wanted to see if I was capable of pulling an ‘all nighter’”
- Late night fast food cravings
- Stress

“It is always interesting to analyze people’s decision making choices and how it minimizes or maximizes their efficiency. Productivity is very important because it keeps the world moving. If we aren’t getting enough sleep, then we aren’t the best versions of ourselves.”

How much money do you think the US loses due to a lack of sleep?

- \$100 million
- \$1000 per person
- \$1 billion
- Correct answer: \$411 billion.

“Yes that is right. According to Fortune magazine, people who sleep less than 7 hours have a 13 % higher mortality risk than someone who sleep between 7 to 9 hours.”

Evidence found here: <http://fortune.com/2016/11/30/sleep-productivity-rand-corp-411-billion/>

If you are interested in learning more about how to improve your sleep, visit CAPS. CAPS offers drop-in mindfulness based stress reduction and anxiety management. You can schedule an appointment with a licensed therapist who can help you with sleep hygiene.

Question 6: How many students reported not doing any moderate intensity cardio or aerobic exercise for at least 30 minutes in the last 7 days?

Answer: 65%

Follow up Discussion:

“For the past 2 years, one of the most important changes that I have brought to my life is going to the gym at least 4-6 times a week. Exercises is a very important part of my daily life and has boosted my productivity tenfold. In fact, mornings that I don’t exercise, I feel very tired and I don’t feel like doing anything until I go to the gym.”

Why should we be physically active?

- Increased productivity
- More energy and better way to start your day.
- Helps moderate depression
- Good for our brains

What ways can we be more active?

- The Rutgers Recreation centers have a huge list of amazing classes students can take to be physically fit. They are very fun, interactive, and keep you highly motivated. (Aside: I remember going to a TRX Fit Strength class at the Livingston gym and since then I have been using TRX in my daily workout routine!).
- Walking (Aside: I do my best to take at least 10,000 steps a day. Your phones track steps with precision.)
- Personal training
- Take the stairs

(I will also let them know that effective July 1st, recreation centers will start requiring students to pay for fitness classes through different membership plans.

Link: <http://recreation.rutgers.edu/about-us/membership/>)

<p>If everyone exercised for 30 minutes every day, how would that boost economic growth?</p> <ul style="list-style-type: none"> • Increased productivity and greater focus. With exercise, people will be able to focus on tasks with greater concentration. • People are buying gym memberships. As the demand for more gyms increases, more money is put into the economy. • More personal trainers, nutritionists, and doctors needed to assist people with their workout routines. <p>“I hope you all enjoyed that game of Kahoot and learned ways you can make better economic-like decisions to promote your personal wellness.”</p>		
<p><u>TRANSITION:</u></p> <p>“In the previous activity, we focused on economic growth for a few of the factors that contribute to personal wellness. As you noticed, the more we take care of ourselves, the better we are shaping wellness to be.</p> <p>However, one decade ago, the US economy did not manage its own personal wellness as it should have. Banks were growing greedy, which led to the Great Recession.</p> <p>Often times, it is not only important to manage your own personal wellness, but also the people around you. Just as you need the people closest to you for support, so to do the people closest to you need you too. If you’re not taking care of yourself, then others will be affected too. This is exactly what happened in the 2008 Financial Crisis.</p> <p>Question 1: What happened during the 2008 Financial Crisis? Expected Response: Banks were greedy and started granting people with poor credit score mortgages for houses that they knew they could not pay off.</p> <p>For those of you who don’t know what the Financial Crisis of 2008 was about, here is a short video explaining what caused the crisis.”</p>		N/A

<p>VIDEO: “The Great Recession (2007-2008 Global Financial Crisis) Explained in One Minute”</p> <p>I will pause during certain times of the video to explain terms and ensure that students understand what is going on.</p> <p>Paused at 0:21.</p> <p>“So essentially, people wanted to buy houses, however, they didn’t have the best credit scores. Banks figured that borrowers will pay all the money off with interest, so they let them borrow good loans with moderate interest. To make money, the banks took a group of loans with interest rates all across the board from a few houses and packaged them up into one to sell to investors. This is known as mortgage backed securities. This was then sold to investors.”</p> <p>Question 1: Why do banks sell mortgages to investors? How do banks even make money in the first place if all they do is hold money?</p> <p>Expected Response: Banks make money through interest rates on loans and investing the money that people deposit elsewhere.</p> <p>“Exactly. If a person deposits \$100, then the bank is required to keep a certain amount of the money deposited. However, the rest of the money can be used however else they like. Back to the video.”</p> <p>Paused at 0:42.</p> <p>“For some reason the video doesn’t explain what a credit default swap is. This is more of an advanced topic in economics, but what you should understand is that any type of investment instrument such as bonds, stocks, securities, futures have risk to it. Banks will promise that they can repay back money that they owe, but there is no way to know for certain. Therefore, if one party defaults or fails to pay interest on a loan, then the party that defaults will promise to pay back all the money with a premium and interest.</p> <p>Due to the high cost of houses at the time, borrowers of loan leading up till the 2008 Financial Crisis struggled to pay loans back.</p> <p>Any questions? Back to the video.”</p> <p>Play till the end.</p> <p>“Okay so before we move on, does anyone have any questions? It is okay if you don’t understand the exact terminology. As long as you understand the cause of the recession, you will be good to go.”</p>	Video Projected	10:25 AM – 10:30 AM (5 minutes)
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<p>ACTIVITY: “From Recession to Healthy” “I want you to look at the person next to you. Imagine you are Ben Bernanke, the Chairman of the Federal Reserve System during 2008. I want you and your partner to reflect on the video and with your knowledge of Economics thus far, think of one way you can revive the economy. You will have 3 minutes to talk and then I will ask some of you to share your findings.”</p>		10:30 AM – 10:33 AM (3 minutes)
<p>ACTIVITY DISCUSSION: Question 1: What were your initial thoughts of Financial Crisis of 2008? Expected Responses:</p> <ul style="list-style-type: none"> • Oh my gosh! Banks really are worse than I thought. Because of their greed, they managed to shut down the entire financial system and the government just bailed them out. • I thought it was interesting that banks didn’t see the failure in this plan. I wonder why they thought people would be capable of paying off such expensive loans in their current financial state. Also, the effects of the crisis are still being heard today with interest rates and loans. <p>Question 2: Why do you think the financial system shut down? After all, banks were just doing what they usually do: make money by investing a percentage of the money people gave elsewhere.</p> <ul style="list-style-type: none"> • Banks weren’t receiving a consistent stream of income. This is because banks assumed that people would be able to pay off the loans that the bank gave people. Because of this assumption, banks had to borrow more money at a lower interest rate to fund investments. • As said in the video, banks were giving mortgages out to people who simply could not pay them. Because people weren’t paying the loans back, investors also lost confidence and started to demand their money back, which the banks didn’t really have. <p>“It’s interesting to note that between the year 2004 and 2007, no one paid attention to the scandal the banks created to make money. Now, let us go back to being Ben Bernanke. I am sure he was very stressed at this time due to the actions of big banks. As we can see, even in the banking industry, even though banks are out to make a profit, a few poor decisions can have a major effect on the global economy.”</p> <p>Question 3: What were some of the solutions you and your partner thought of to fix the crisis? Expected Responses:</p> <ul style="list-style-type: none"> • Lower down interest rates to encourage spending, which leads to economic growth. • Bail out the banks ☺ 	PowerPoint with Discussion Questions Projected	10:33 AM – 10:39 AM (6 minutes)

<ul style="list-style-type: none"> • Merge banks together. (For example, both Bank of America and Barclays were interested in buying Lehman Brothers in 2008. However, they wanted government “support” to fund the purchase.) • Government stimulus package to boost spending in the economy (fiscal policy). <p>“These are all very interesting ideas and solutions. I appreciate all your creative enthusiasm. Now, let us look at what the government actually did to improve the overall state of the economy.”</p>		
<p>ARTICLE: “Who Really Dug Us Out of the Great Recession?” http://time.com/money/4176949/who-really-dug-us-out-of-the-great-recession/ 2-3 sentence summary: The Great Recession started 8 years ago when the article was written and the author discovers 4 actions take to boost the US Economy. The stimulus package from Barack Obama, the Bush administration’s bank bailout, the Fed’s zero interest rate policy, and the European Central Bank managing their own debt crisis as well as the Great Recession.</p> <p>“The term quantitative easing is mentioned a few times in the article. Quantitative easing refers to the addition of new money being added to the money supply. This is a type of expansionary policy called monetary policy in which the central bank purchases securities, bonds, and other assets to lower the interest rate.</p> <p>Please take the next few minutes to read the article. We will discuss it after.”</p>		10:39 AM – 10:43 AM (4 minutes)
<p>DISCUSSION: “From the article, you were able to see four ways the world was able to take actions to put the economy back into place.”</p> <p>Question 1: What was one action you found interesting and how does it still affect us today? Expected Responses:</p> <ul style="list-style-type: none"> • The stimulus bill of a whopping \$800 billion in government spending was very astonishing. I learned about fiscal policy in my economics class but it is interesting to discuss a real world example of it. We still feel the effects today because we are in massive amounts of government debt. • The bailout of banks was very annoying! I can’t believe the US government just let them go like that without any consequences for their actions. (Aside: There were consequences, but they just were not enough. We will discuss further) • The Federal Reserve using monetary policy to balance the interest rates is another great example of using economic theory in the real world. 	PowerPoint with Discussion Questions Projected	10:43 AM – 10:49 AM (6 minutes)

<ul style="list-style-type: none"> I didn't realize that other countries could be affected by the greedy actions of our banks too. It is interesting to take note of how economists creatively solve problems to reduce the effects of a crisis for consumers. <p>“These are all very solid points and I am glad you are all finding the discussion of the Financial Crisis interesting. The first event that the US economy felt was the crashing of the stock market.”</p> <p>Question 2: Why would the stock market crash because of the banking crisis?</p> <ul style="list-style-type: none"> Well, as we discussed week one, all industries are connected in some way. If the banking industry collapses, so does their stock and those who invested in those stocks are losing money. Investor confidence went down drastically due to the inability of banks to give investors their money back from the loans they distributed. The housing market is just like any other market. You have to play the game right. If you mess around, one bad action can lead to an entire crisis. While the same doesn't directly apply to our personal wellness, it is important to look out for ourselves and those around us. <p>“Spot on! The stock market is a very important part of the financial industry, which we will get into in just a bit. But let us consider the examples that were brought up earlier on how to save the economy.”</p> <p>Question 3: How were some of the reasons similar to the ones presented by the groups in the activity earlier? Expected Responses: Answers will vary. I expect students to discuss fiscal policy (government spending) further.</p>		
<p><u>TRANSITION</u></p> <p>“Up till now, we have discussed the impact that the Financial Crisis of 2008 has had on the world economy. However, it can often times be difficult to stay in touch with the news and keep up with the latest trends in business. To encourage you to keep up with the news and to learn about how you can keep up with the personal wellness of the world economy, I want to introduce you all to the Wall Street Journal. Let's have a look!”</p>		N/A
<p><u>ARTICLE: Rishab, how do I Read the Wall Street Journal? (20 minutes)</u></p> <p>The Wall Street Journal (WSJ) is one of the most reliable and unbiased news media outlets out there that provides readers with insights on world news and business strategies. This activity will give students the opportunity to explore the WSJ website and one article that I thoroughly enjoyed on it. I will begin by informing students that Rutgers has a free subscription service with WSJ. This</p>	WSJ Homepage Projected	10:49 AM – 11:03 AM (14 minutes)

<p>means they have access to premium member benefits, which allows them to read any article on the website.</p> <p>More information on that here: https://www.libraries.rutgers.edu/indexes/wsj-current</p> <p>Then, I will show students how they can sign up for a WSJ subscription and show them some of the features of the website and take any questions. The features I will show them include the different search features available on the website, how to find more articles written by the same author of an article you like, how to find articles you are more interested in, and WSJ+. I will also show them great mobile apps (such as the News app on iOS and WSJ on iOS and Android) and tools they can use to effectively read the WSJ.</p> <p>After that I will have them read an article to read for the next few minutes about Apple. They will only read the first four pages of the article. Article: https://www.wsj.com/articles/how-jony-ive-masterminded-apples-new-headquarters-1501063201</p>		
<p>Question 1: What were some of the main takeaways from the article?</p> <p>Expected Responses: Jony Ive helped design Apple’s new space ship campus, which is one of the most well designed corporate campuses in Silicon Valley to date. The campus was designed to honor Steve Jobs in many ways (such as the Steve Jobs Theatre as well as cherry and apricot trees). The article also discusses Ive’s mastermind ability to create amazing technology with beautiful design.</p> <p>Question 2: What was different about reading the WSJ versus other media outlets?</p> <p>Expected Responses: It really did feel unbiased and well spoken. I feel like I learned a lot and there was definitely an analytical twist to every new story. Politics wasn’t really mixed in with the subject matter like other media outlets.</p> <p>Question 3: What are some of the ways you read the article?</p> <p>Expected Responses:</p> <ul style="list-style-type: none"> • Highlighting the article was beneficial and underlining keywords I did not understand to come back to later will be resourceful. 		11:04 AM – 11:09 AM (5 minutes)

<ul style="list-style-type: none"> Marking up the article with notes and annotations with my opinions made me feel I was getting more out of the reading than I would have expected. <p>Question 4: How can reading one article a day benefit you as an economics major?</p> <p>Expected Responses: As an economics majors, it is important to learn about current events that could be effecting the economy. This will me to connect the material I learned in class to the real world.</p>		
<p><u>CLOSING:</u></p> <p>“Hopefully you all have better understanding of the 2008 Financial Crisis and the importance of wellness in all aspects of our society. Personal wellness is something I value very much and I hope after today’s lesson you are able to use the concepts learned today to incorporate better wellness practices in your life. Rutgers has a wide variety of resources available for your personal wellness.</p> <p>To ensure that you remember the importance of following up on the news and the world economy, I want you all to follow a company, organization, or topic on the Wall Street Journal for the next five weeks. The goal of the assignment is to get you used to reading the Wall Street Journal and the news and analyzing the important sections of an article.</p> <p>For example, if you chose to follow the company Tesla or the topic of unemployment rate, you will do your best to keep up with that topic on the Wall Street Journal. During the fifth week, you will write a reflection about what you learned and the topical area you chose.</p> <p>I have posted a guide on Sakai of what I am looking for and it contains questions to help you while you write your reflection. The guide also includes instructions for other aspects of the assignment, such as the number of articles I am looking for. The reflection is expected to be similar to a journal entry, 1 inch margins, Times New Roman 12 pt. font with a length of 2 pages. The assignment will be due on October 31, 2018 at 8:00 AM before our class. You will fill out a Google Form for your stock, corporation, or topic before next class.</p> <p>As always, if you have any questions, please feel free to email me or come to my office hours. I suggest you begin working on the assignment as soon as possible. Enjoy the rest of your week!</p>		<p>N/A</p>

<p><u>Accomplishments from today’s lesson</u></p> <p>What are three things that your students will be able to do as a result of class today:</p> <ol style="list-style-type: none"> Students will be able to identify the causes and the effects of the 2008 Financial Crisis. Students will be able to identify the services that Rutgers and CAPS offers to increase personal wellness.

3) Students will be able to set themselves up to learn more about the stock market.

Announcements for next class:**Readings Due for Next Week:****APA Citation:****2-3 Sentence Summary:**If no readings for class, check here: **Assignments Due for Next Week:**

Title:

If no assignments due, check here:

Week FOUR, Date: 10/3/2018

Name of Lesson: Bridging the Diversity Gap

FIGS Element(s) covered: Diversity

Pre-class preparation (leave blank if not applicable):

Technology needs:

Laptop

HDMI Cable

Projector

Copy requests:

Medium Article on Uber Earnings Gap

Table of Earnings

Monopoly board and supporting material

Supplies requests:

Big sticky notes and markers

PowerPoint (e.g., create Diversity PowerPoint):

PowerPoint with Discussion Questions

What needs to be uploaded to Sakai:

Reminder announcement to report to University Career Services next week.

Misc. (Computer lab requests, Contacting speakers, etc.):

READINGS completed for today as homework OR read in class as short in-class reading assignment

APA citation:

Hood, U. U. (2018, February 06). Unpacking the Gender Earnings Gap among Uber driver-partners.

Retrieved June 4, 2018, from <https://medium.com/uber-under-the-hood/unpacking-the-gender-earnings-gap-among-uber-driver-partners-e8f11df12045>

2-3 sentence summary:

The article begins by acknowledging that the gender earnings gap between men and women exists. It suggests that there are no discriminatory earnings gap between men and women at Uber and then gives explanations for why a gap exists.

Out of class reading, check here:

In-class reading, check here:

If no readings for class, check here:

VIDEOS to be Shown Today OR viewed as homework for today's class:

Video title: What people miss about the gender wage gap

Link: <https://www.youtube.com/watch?v=13XU4fMIN3w>

2-3 sentence summary:

The video starts off introducing the idea of a gender earnings gap and how it applies to the economy today. It then gives numbers and statistics describing why there exists a gap. It concludes with potential solutions, such as flexible work hours, to close the gap.

Video start and stop time: 0:00 – 5:19

Video total length (not to exceed 10 minutes): 5 minutes and 19 seconds

If no videos for class, check here:

ASSIGNMENTS Completed for Today:

Assignment title:

Description copied from syllabus:

If no assignments for class, check here:

CLASS OUTLINE (Includes opening and closing, discussion questions and expected responses, transitions, clear explanation of how elements are connected to topical areas, clear explanation of connection to Rutgers, etc.)	Resources / Materials Needed:	Timing (i.e. 11:00 am-11:15 am 15 min):
<p><u>PRE-CLASS:</u> I plan to arrive 10 minutes early and play music as students get settled into class. I will take music suggestions from students who arrive early. This will also give me time to get settled and setup.</p>		9:40 AM – 9:50 AM (10 minutes)
<p><u>OPENING:</u> “Good morning everyone! Today, we are going to explore the gender earnings gap in today’s economy. We will start off with an activity called “Ubering the Gender Earnings Gap”, in which we will discuss the ridesharing service Uber and the earnings gap that exists between male and female drivers. Then, we will focus on the economics of gender earning gaps and see how we can celebrate diversity and social justice issues on campus at Rutgers University.”</p>		N/A
<p><u>ACTIVITY: “Ubering the Gender Earnings Gap”</u> I will start off by splitting the class up into pairs and one group of three students. “Recently, there was a paper written by professors from the University of Chicago and University of Stanford that unpacked the gender earnings gap between male and female Uber drivers. There was no evidence of outright discrimination towards riders or the algorithm that the app uses to pair passengers with drivers that caused this gender earnings gap. Imagine you’re all Data Analysts at Uber. You have access to hard data of millions of rides from the city of Chicago. Your job is to find three main underlying reasons that account for the Uber earnings gap. With each reason, you should indicate what percentage of that reason accounts for the earnings gap. Then I will present them with information about how the platform works such as the different types of drivers (Uber X, Uber XL, etc.), how users earn wages, how wages differ during certain hours or times, and other useful information that can help them think of three reasons. You will have 6 minutes to think of your three reasons and percentages that account for each reason. If you have extra time or have trouble thinking of reasons why there is an earnings gap, try to think about what data you will need to analyze the situation. Each group (or whoever feels comfortable sharing depending on time) will then quickly share their three reasons and percentages for the remaining time (I estimate about 5 minutes). Feel free to use the chalkboards to write down your ideas.</p>	Chalk	9:52 AM – 10:10 AM (18 minutes)
<p><u>DISCUSSION</u></p>	PowerPoint with Discussion Questions	10:10 AM – 10:25

<p>Question 1: Of all the reasons discussed today, which ones appealed to you the most as the three likely reasons of the earnings gap between men and women?</p> <p>Expected Responses:</p> <p>Some possible reasons that students might come up with are:</p> <ul style="list-style-type: none"> • The type of cars that men and women drive. • The amount of traffic that men and women experience when they drive. • The distance that men and women are willing to drive (such as toll routes or not). • How frequently (number of hours) men and women are likely to drive. • There is more data for men than for women because there are more male drivers than female drivers. <p>I have to admit some of the reasons that have been brought up today are very close to the three actual reasons. When I was presented with the question, I wasn't very close to the answers found in the study. The study found that the three reasons were:</p> <ul style="list-style-type: none"> • Experience • Speed • Driving location <p>While the study is a whopping 45 pages long, there is a short Medium article that summarizes it. I am passing them around now please take 5 minutes to read it.</p> <p>Article: https://medium.com/uber-under-the-hood/unpacking-the-gender-earnings-gap-among-uber-driver-partners-e8f11df12045</p> <p>2-3 sentence summary: The article begins by acknowledging that gender earnings gap between men and women exists. It suggests that there are no discriminatory earnings gaps between men and women at Uber and then gives explanations for why a gap exists.</p> <p>I will also hand out Table 3 ("Median Weekly Earnings for Female and Male Workers, by Race and Ethnicity for Broad Occupational Groups (Full-Time Workers Only)") from this website: http://iwpr.org/wp-content/uploads/2018/04/C467_2018-Occupational-Wage-Gap.pdf.</p> <p>This provides students with numbers that they can observe showing a gender and racial earnings gap. This will be used later but it will get them thinking until we discuss the topic. (Note: I will not have them read the article associated with it. I just want them to have a table for reference.)</p>	Projected and Copies of Article and Chart	AM (15 minutes)
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Question 2: What was the most interesting idea you found from the study? Did anything surprise you?

Expected Responses:

- Women earn 88 cents on the dollar when compared to men with similar jobs.
- Jobs like Uber are known as the gig economy. These jobs are the future of employment and will improve the economy.
- The gender earnings gap is roughly 7% and the fact that men drive faster than women accounts for over 50% of the wage gap.

Question 3: If there is an earnings gap, should Uber raise the wages of women to compensate for the extra earnings that the average male driver produces? Why or why not?

Expected Responses:

- No, because that is unfair to male workers. Men choose to drive faster and work the graveyard shift in more popular locations than women. Also, the results are only on average. Not all men drivers will speed or work better compensated shifts.
- Yes, because it is only fair. If women are earning less, then they deserve to be compensated more to keep the earnings equal.

While the debate definitely exists for both sides, I think the important thing to get at the end of the day is the potential for more flexible work hours for both men and women. If flexible work hours are provided in a way to stimulate economic growth and allow men and women workers to have the same opportunity and the same pay, then there will be an increased in economic productivity.

Question 4: What are some solutions that Uber can implement to close the earnings gap?

Expected Responses:

- Enforce the speed limit. For example, if a driver speeds far beyond the speed limit, Uber can use the accelerometer linked to the smart phone to inform the user they are speeding in a safe way.
- Send notifications and reminders that a lucrative shift is approaching to both men and women who tend to earn less than the average.
- Send notifications to drivers who are not earning around the average to go to different locations around them that typically have higher pay.

Question 5: Based on this concept of the “gig economy”, how can flexible work hours stimulate economic growth?

Expected Responses:

<ul style="list-style-type: none"> • They only create more job opportunities for everyone and drive down the unemployment rate, thus stimulating economic growth. • They give people the opportunity to produce better work because they are not stuck working the same 9-5 shift. This allows for better productivity because it caters to employees by giving time to recuperate from long work hours. 		
<p><u>TRANSITION:</u> “These are all very good points that have been brought up. I want to now generalize this idea of an earnings gap between men and women and share some information for those of you who may not be familiar with the social issue. I found an insightful video that provides a summary of the social issue in today’s economy. Feel free to write down any notes from the video because we will have a discussion afterwards.”</p>		N/A
<p><u>VIDEO/DISCUSSION:</u> Video title: “What people miss about the gender wage gap” Link: https://www.youtube.com/watch?v=13XU4fMIN3w 2-3 sentence summary: The video starts off introducing the idea of a gender earnings gap and how it applies to the economy today. It then gives numbers and statistics describing why a gap exists. It concludes with potential solutions, such as flexible work hours, to close the gap. Video start and stop time: 0:00 – 5:19</p> <p>Question 1: Based on this video and the article we discussed above, why is gender wage gap an important economic challenge?</p> <ul style="list-style-type: none"> • It is unfair for both genders to be experiencing any type of discrimination for their wages. • Just as Uber has implemented a gig economy, so too can many other corporations. Granted, there is still a wage gap between men and women at Uber, but that is due to choice and that is the way it should be. <p>In a debate.org questionnaire of “Do you believe in the wage gap and why?”, 31% responded yes and 69% responded no. URL: http://www.debate.org/opinions/do-you-believe-in-the-wage-gap-and-why</p> <p>One interesting fact on the “No” side is that “In 1963, the US Government passed an amendment to prohibit the unequal pay based solely on gender”.</p> <p>Question 2: If this is the case, without looking at the reasons presented, why might a gender earnings gap still exist, in spite of equal wages? Expected Responses:</p> <ul style="list-style-type: none"> • Men work more than women. 	Powerpoint with Discussion Questions Projected, Video Ready, and Web Pages Ready.	10:25 AM – 10:40 AM (15 minutes)

- Women take jobs with less pay than men. For example, men tend to take more managerial positions while women tend to take more teaching and social work positions.
- Maternity leave.

Question 3: If a gender pay gap still exists between men and women, what are some solutions to bridging the gender earnings gap?

Expected Responses:

URL: <https://www.nytimes.com/2016/01/17/upshot/how-to-bridge-that-stubborn-pay-gap.html>

Great article I found online that talks about this issue. I have included reasons that students may come up with from this article.

(Note: not an in-class reading. Just giving the article credit.)

- Don't allow employees to negotiate for higher salaries or encourage women to negotiate across all industries.
- Don't compensate employees based on past trends in salary. Determine how much a job is worth to the company and assign salaries fairly based on that.
- Create jobs with flexible hours, which can give men and women the opportunity to find employment that fits their schedule better. A 9-to-5 time block does not work for everybody.

“During your time at Rutgers University, you have been exposed to many different cultures and ethnicities. Experiencing these cultures only further shapes yourself as a person because you get a better understanding of the world around you.

From an economic standpoint, economists frequently take into consideration differences that exist between races when it comes to making decision in order to better analyze data and trends. Studies have shown that there are also earnings gaps between different ethnic groups as well.”

Question 4: What may be some of the causes for earnings gaps between races? Could it be the education or job titles that different races pursue? What do you think? You can refer to the charts I gave you along with the Medium article to observe the earnings gap with real numbers. I will share my findings after I hear a few responses.

Expected Responses:

- Some ethnic groups, such as African Americans and Hispanics, don't receive a college education compared to other ethnic groups such as White Americans or Asians. With higher paying jobs requiring a college education, the gender earnings gap between ethnic groups is plausible.
- Some ethnic groups earn college degrees in fields with more job opportunities and higher pay, such as Science, Technology, Engineering, and Medicine (STEM). A

<p>movement at Rutgers University known as “Women in STEM” encourages female students and other underrepresented populations to pursue STEM fields by creating mentor networks between junior and senior female students and first-year and second-year students.</p> <p>My evidence for these responses is derived from this article: http://www.pewresearch.org/fact-tank/2016/07/01/racial-gender-wage-gaps-persist-in-u-s-despite-some-progress/</p> <p>Question 5: Will closing the earnings gap between all genders and ethnicities stimulate economic growth? Why or why not? Expected Responses:</p> <ul style="list-style-type: none"> • Basic economic principles of savings and earnings tell us that the more a person earns, the more likely they are to spend. As a result, equating wages between both genders and all ethnicities will motivate spending and increase profits for businesses. • The government would not have to provide as much support, decreasing the overall debt the government needs to tackle. 		
<p><u>TRANSITION:</u> Now that we have talked about the gender earnings gap, I feel that it is important to have you all learn some of the ways you can get involved in similar social justice causes around campus. As economics majors, your discipline and thought process provides these movements data and evidence to promote their cause. Moreover, getting involved in these diverse opportunities will open your mind to new ways of thinking!</p> <p>I have been given the opportunity to be involved in many diverse opportunities during my time at Rutgers. I like to think of diversity as a variety of opportunities to explore. This can range from exploring different community service practices, cultures and races, jobs, or events in general.</p> <p>The Rutgers University Alternative Breaks department is an amazing way to get involved with such opportunities. In fact, during my first year, I was involved in the “Tackling Homelessness and Hunger in Our Nation’s Capital” trip, better known as the DC Lead trip. During the trip, I learned about privilege by serving the population suffering from homelessness and hunger in DC. It was a very meaningful trip because I stayed with many other first year students in the basement of a church on mattresses and I was able to learn more about privilege through the activities that the Department of Leadership and Experiential Learning conducted with us.</p>		<p>N/A</p>

<p>In light of the many opportunities I have been given to celebrate diversity, I would like to play something I like to call “Monopoly – Rutgers Diversity Edition”.</p>		
<p><u>ACTIVITY: “Monopoly – Rutgers Diversity Edition”</u> In this version of Monopoly, students will be able to explore different ways to celebrate diversity around campus while being engaged in a multiplayer game. I will split the class into 5 groups of 5. I will have the rules projected on the PowerPoint and I will explain it to them afterwards.</p> <p>The board will be setup so that the properties that students can buy are: (I found some of these organizations at https://rutgers.campuslabs.com/engage/)</p> <p>Cultural Centers:</p> <ul style="list-style-type: none"> • Asian American Cultural Center • Center for Latino Arts and Culture • The Center for Social Justice Education and LGBT Communities • Paul Robeson Cultural Center <p>Offices:</p> <ul style="list-style-type: none"> • Office of Institutional Diversity and Inclusion • Office of Employment Equity • Office of Social Justice Education and LGBT Communities <p>Clubs and Organizations:</p> <ul style="list-style-type: none"> • Society of Women in Engineering or Women in Computer Science • Society of Hispanic Engineers • Latino Student Council • Omega Phi Chi Multicultural Sorority <p>Academic Departments:</p> <ul style="list-style-type: none"> • Asian Languages and Cultures • Women’s and Gender Studies • Labor Studies and Employment Relations <p>Speaking Conferences:</p> <ul style="list-style-type: none"> • Mark Conference • Ted X Rutgers <p>Alternative Breaks Trips:</p> <ul style="list-style-type: none"> • Native American Issues: The Right for Recognition and Respect • Freedom, Service, and Civil Rights • Have a Little Faith <p>Dining Halls:</p> <ul style="list-style-type: none"> • Brower Commons • Livingston Dining Hall • Neilson Dining Hall 	<p>Monopoly Boards</p>	<p>10:42 AM – 11:08 AM (26 minutes)</p>

<p>The trains will be replaced with the Rutgers Buses:</p> <ul style="list-style-type: none"> • B bus • H bus • LX bus • REXL bus <p>The utilities will remain the same as water and electric company (unless I think of something fun in the future).</p> <p>The playable characters will be:</p> <ul style="list-style-type: none"> • Scarlet Knight • President Robert Barchi • Vice Chancellor of Student Affairs Felicia McGinty • Busch Goose • Captain Paul Fischer <p>Free parking will be a meal swipe (\$9 given to the student) and go to jail will be “Afternoon with the Busch Geese”.</p> <p>Community chest cards will tell students how they can engage in diversity further through the properties listed above. Chance cards will be questions that students have to guess the answers to. They will be related to the gender earnings gap, diversity, and social justice.</p>		
<p><u>CLOSING:</u> “I am glad you were all able to learn something today about diversity and the gender earnings gap. It is important to continue to recognize our privilege and use it as a means to help others.</p> <p>Remember, next week we will be meeting in the 4th floor Seminar Room at University Career Services located at 106 Somerset Street. I will send you a reminder on Sakai. Remember to go directly to the room in Career Services on Wednesday, October 10, 2018</p> <p>Enjoy the rest of your week!”</p>		<p>N/A</p>

Accomplishments from today’s lesson

What are three things that your students will be able to do as a result of class today:

- 1) Students will be able to understand the difference in earnings between men and women at Uber.
- 2) Students will be able to learn about the the gender earnings gap in the gig economy.
- 3) Students will be able to identify the four cultural centers on campus.
- 4) Students will be able to understand the importance of diversity and privilege.

Announcements for next class:

We will be meeting next week in the 4th floor Seminar Room University Career Services, 106 Somerset St. I will send you a reminder on Sakai. Remember, to go directly to the room in the Career Services during our normal class time and day of the week.

Readings Due for Next Week:

APA Citation:

2-3 Sentence Summary:

If no readings for class, check here:

Assignments Due for Next Week:

Title:

Description copied from syllabus:

If no assignments due, check here:

Week FIVE, Date: 10/10/2018
Name of Lesson: Efficiently Planning Your Academics
FIGS Element(s) covered: Academic Planning
<p>Pre-class preparation (leave blank if not applicable):</p> <p><u>Technology needs:</u> Academic Dean Survey</p> <p><u>Copy requests:</u></p> <p><u>Supplies requests:</u></p> <p><u>PowerPoint (e.g., create Diversity PowerPoint):</u></p> <p><u>What needs to be uploaded to Sakai:</u> Reminder Announcement to report to usual classroom</p> <p><u>Misc. (Computer lab requests, Contacting speakers, etc.):</u></p>
<p>READINGS completed for today as homework OR read in class as short in-class reading assignment</p> <p>APA citation:</p> <p>2-3 sentence summary:</p> <p>Out of class reading, check here: <input type="checkbox"/></p> <p>In-class reading, check here: <input type="checkbox"/></p> <p>If no readings for class, check here: <input checked="" type="checkbox"/></p>
<p>VIDEOS to be Shown Today OR viewed as homework for today's class:</p> <p>Video title:</p> <p>Link:</p> <p>2-3 sentence summary:</p> <p>Video start and stop time:</p> <p>Video total length (not to exceed 10 minutes):</p> <p>If no videos for class, check here: <input checked="" type="checkbox"/></p>
<p>ASSIGNMENTS Completed for Today:</p> <p>Assignment title:</p> <p>Description copied from syllabus:</p> <p>If no assignments for class, check here: <input checked="" type="checkbox"/></p>

CLASS OUTLINE (Includes opening and closing, discussion questions and expected responses, transitions, clear explanation of how elements are connected to topical areas, clear explanation of connection to Rutgers, etc.)	Resources / Materials Needed:	Timing (i.e. 11:00 am-11:15 am 15 min):
PRE-CLASS: I will arrive to the 4 th floor Seminar Room in UCS 15 minutes early to ensure that my students are there on time.		9:35 AM – 9:50 AM (15 minutes)
This is my Academic Planning week for my lesson. An Academic Dean will present for the entirety of the class. Name: Dean Courtney Stanzione Title: Assistant Dean for Senior Advising		9:50 AM – 11:10 AM (80 minutes)
CLOSING: “Thank you all for being very attentive during the academic planning presentation! If you every have any questions about academic planning, feel free to visit it me at any time during my office hours. Before you all leave, please fill out the exit survey online at the link on Sakai. Remember, next week we will be meeting in our regular classroom. Enjoy the rest of your week!”		N/A

Accomplishments from today’s lesson**What are three things that your students will be able to do as a result of class today:**

- 1) Students will be able to connect with an Academic Dean.
- 2) Students will be able to learn about the timeline for registering for classes the next semester and declaring their major.
- 3) Students will be able to plan the classes they are interested in taking during their time at Rutgers University.

Announcements for next class:

Next week, we will be meeting in our regular class: Murray, Room 115 on Wednesday at 9:50 AM – 11:10 AM. I will make an announcement on Sakai to remind you all.

Readings Due for Next Week:**APA Citation:****2-3 Sentence Summary:**

If no readings for class, check here:

Assignments Due for Next Week:

Title:

Description copied from syllabus:

If no assignments due, check here:

Week SIX, Date: 10/17/2018

Name of Lesson: Is Cryptocurrency the Cash Future?

FIGS Element(s) covered: Faculty Involvement

Pre-class preparation (leave blank if not applicable):

Technology needs:

Projector

Laptop

HDMI Cable

Copy requests:

India article

Japan article

Sweden article

Norway article

Europe article

Supplies requests:

PowerPoint (e.g., create Diversity PowerPoint):

Good PowerPoints versus Bad PowerPoints

Discussion Questions Projected

What needs to be uploaded to Sakai:

Google Forms link to ask peer panelists a question next week.

Misc. (Computer lab requests, Contacting speakers, etc.):

READINGS completed for today as homework OR read in class as short in-class reading assignment

APA citation:

Iyengar, R. (2017, January 4). What happened when India trashed its cash. Retrieved from

<http://money.cnn.com/2017/01/04/news/india/india-cash-crisis-rupee/index.html>

2-3 sentence summary: Prime Minister of India, Narendra Modi decides that the the 500 rupee and 1000 rupee bills are worthless and should be replaced with 2000 rupees. This is an attempt to further enforce the law toward citizens who are evading their taxes. However, citizens of India suffer because it is taking them hours at ATMs to withdraw cash for the daily activities.

APA citation:

P. (2016, November 10). Japan's Cash Problem. Retrieved from <https://www.pymnts.com/news/payment-methods/2016/japans-cash-problem/>

2-3 sentence summary: Although Japan's economy is thriving due to technological innovations, Japanese citizens rely heavily on cash for all their transactions, which has caused inflation to the Japanese currency. Japan is already enforcing negative interest rates and lowering the interest rates down further could drive all the cash out of the banks.

APA citation:

Browne, R. (2018, May 03). People in Sweden barely use cash - and that's sounding alarm bells for the country's central bank. Retrieved from <https://www.cnbc.com/2018/05/03/sweden-cashless-future-sounds-alarm-bells-for-the-central-bank.html>

2-3 sentence summary: While other countries such as India and Japan rely too much on cash, Sweden is quickly becoming a cashless society. Only 2% of transactions in Sweden consist of cash, which is in part due to the fact that 85% of people have access to online banking. In fact, shops refuse to accept cash as a means of payments.

APA citation:

Norway Could Be The World's First Cash-Free Country. (2017, February 14). Retrieved from <https://www.tnp.no/norway/economy/5464-norway-could-be-the-worlds-first-cash-free-country>

2-3 sentence summary: Like Sweden, Norway is also progressing toward a cashless society. This also prevents criminal activity, such as money laundering and tax evasion to occur. However, there are a group of people who want cash to stay because other means of payment leave a digital footprint.

APA citation:

Kottasova, I. (2017, May 4). They want to kill the euro. Retrieved from <http://money.cnn.com/2017/04/19/news/economy/euro-elections-france/index.html>

2-3 sentence summary: Many countries, especially France and Italy want to get rid of the Eurozone because it is a failed idea due to the fact that there is no central government to set tax or budget policies. Many countries such as Spain, Greece, Ireland, and France have suffered due to lack of unity amongst European countries. As a result, their economies have all failed, their unemployment rates are at a high, and they owe massive amounts of debt.

Out of class reading, check here:

In-class reading, check here:

If no readings for class, check here:

VIDEOS to be Shown Today OR viewed as homework for today's class:

Video title: "Bitcoin: How Cryptocurrencies Work"

Link: <https://www.youtube.com/watch?v=kubGCSj5y3k&feature=youtu.be>

2-3 sentence summary: Bitcoins are a form of cryptocurrency that exist on a peer to peer network due to technology called a block chain. Block chains make it easier to update the status of trading on Bitcoins, while keeping information private and secure. The video discusses how the technology works and why it will be important in the coming years.

Video start and stop time: 0:57 – 5:52 and 7:25 – 9:05.

Video total length (not to exceed 10 minutes): 6 minutes and 25 seconds

If no videos for class, check here:

ASSIGNMENTS Completed for Today:

Assignment title:

Description copied from syllabus:

If no assignments for class, check here:

CLASS OUTLINE (Includes opening and closing, discussion questions and expected responses, transitions, clear explanation of how elements are connected to topical areas, clear explanation of connection to Rutgers, etc.)	Resources / Materials Needed:	Timing (i.e. 11:00 am-11:15 am 15 min):
<p>PRE-CLASS: I plan to arrive 10 minutes early and play music. I will take music suggestions from students as they arrive. This will give me time to set up the room and get the currencies ready for our first activity.</p>	Projector and Music Ready, Printed Currencies	N/A
<p>OPENING: “Hello all! Welcome back to another class of Exploring Economics. Today we will be analyzing different types of currencies from different countries as well as digital currencies. We will also be discussing our final group project and we will have a faculty member join us for the second half of the class.”</p>		N/A
<p>PROJECT DISCUSSION: “Shark Tank: Exploring Economics Season Finale” (There will be 5 groups of 5 students for the final project. The currency I handed out in the beginning of class will be used to form the groups for the final group projects. They will also be used for the activity later in class.) “As you all walked in you received a currency bill from a foreign country. There are 25 currency bills floating around at the moment with 5 from a certain nation or area: India, Japan, Sweden, Norway, and the Eurozone. Along with your currency bill, you were given a rubric to the final group project, better known as “Shark Tank: Exploring Economics Season Finale. Raise your hand if you didn’t receive at least one of them.</p> <p>The goal of the project is fairly simple. Imagine you are an altruistic entrepreneur who is ready to make a meaningful impact with your brilliant new idea. Your goal is to find a social issue and determine how that social cause can either promote economic growth or how you can use Economics to support that social cause. In other words, you have to find a social cause and figure out how Economics can be applied to it. Don’t worry, it doesn’t have to be anything too fancy. The goal is to learn more about a social issue that your group is interested and economics in the process. Your group will have to create a PowerPoint discussing your findings.</p> <p>To spice things up, I don’t want you to just create a PowerPoint with a bunch of text and small images on it and show me. In fact, your PowerPoint should not include more than 1 to 2 short sentences per slide. I want you to convince me that your economical solution is valid. Imagine I am a new shark on shark tank who is eager to invest my resources in a meaningful social cause. However, I am bit confused as to where I should put my money. By using economics in some way, how can you provide supporting evidence to convince</p>	Rubric for Project, Freakonomics Website Projected, Good and Bad PowerPoint Projected	9:51 AM-10:05 AM (14 minutes)

<p>me that your social issue is worth investing in. (During the week of final group projects, I will invest in everyone's idea. However, if I am allowed to choose one, I will.)</p> <p>We have done something similar when we talked about Academic Success and Diversity. During the week on Academic Success, I had you convince me that your learning resource on campus can provide value to the educational experience at Rutgers University. During our diversity lesson, I talked about how we can use economics to bridge the gender earnings gap and why bridging it will result in economic growth.</p> <p>If you have trouble coming up with ideas, I encourage you go check out Freakonomics Radio (http://freakonomics.com/), an Economics podcast that discusses the hidden side of everything. I have also included other resources that you may find interesting on your quest. You must use 3 scholarly sources to support your argument.</p> <p>Here is the difference between a good PowerPoint slide and a bad PowerPoint slide. Question 1: What makes one good and what makes the other bad? Expected Response:</p> <ul style="list-style-type: none"> • The bad one has too much going on and it's hard to focus on the overall message. • The good one is simple and has an image to emphasize the point that the speaker is trying to make. <p>You will be required to find a topic by the end of class on week 7. Once you find a topic, you can email me or talk to me after class!</p> <p>Does anyone have any questions? (Respond to questions as asked.)</p> <p>Now, find the people who have the same currency as the ones you were given at the beginning of class and introduce yourself to them if you don't know them yet. In other words, if you have the Indian rupee, find the 4 other classmates with an Indian rupee as well. I will give you till 10:00 AM to meet with the rest of your group members to exchange contact information and discuss logistics. I'll be walking around to listen in on your conversations.</p>		
<p>ACTIVITY: "Is Cash Outdated?" "Now that you are in groups, I am passing out an article pertaining to the currency you were given in the beginning of class. Every group member will receive a copy of the article that pertains to their currency. Read through the article about your currency individually. It will talk about whether that currency should exist or how that currency has had a positive/negative effect on the economy of that country. I also wrote a few notes in the margins to help highlight the important sections, key terms that you may not know, and</p>	Copies of the Articles About Currency	10:05 AM – 10:20 AM

<p>supporting facts to help build your arguments. I have also listed the current exchange rate between your currency and the US across the top.</p> <p>Then, write down some notes about the article and give an argument as to why you think using cash as a means of currency is or is not outdated. So, for example, after reading the article you believe that the US dollar is a waste of paper and iron and we should use virtual currency instead, then include that in your argument. You will have 8 minutes to build your argument and then you will present your findings to the class for about 1 minute and 20 seconds.”</p> <p>India article: http://money.cnn.com/2017/01/04/news/india/india-cash-crisis-rupee/index.html</p> <p>Japan article: https://www.pymnts.com/news/payment-methods/2016/japans-cash-problem/</p> <p>Sweden article: https://www.cnbc.com/2018/05/03/sweden-cashless-future-sounds-alarm-bells-for-the-central-bank.html</p> <p>Norway article: https://www.tnp.no/norway/economy/5464-norway-could-be-the-worlds-first-cash-free-country</p> <p>Eurozone article: http://money.cnn.com/2017/04/19/news/economy/euro-elections-france/index.html</p>		
<p><u>ACTIVITY DISCUSSION:</u></p> <p>Question 1: What is something interesting you learned about your countries currency? Expected Responses:</p> <ul style="list-style-type: none"> • 1 Indian rupee is \$78.7 USD. Only 25 million people of the 1.3 billion people in India have credit cards! • Japan has a negative interest rate of 0.1 percent! I didn't even know a negative interest rate was possible. • Sweden and Norway are basically cashless and its crazy to think how much technology has impacted our society today. • I never realized the European economy was in such bad shape. Even though we discussed the European debt crisis in week one, I never knew that the euro could be a cause of it. <p>“These are all very interesting takeaways. I really like all the interesting arguments that were brought and I like the connections your making with different economies. With digital currencies on the rise in some countries, cash is starting to become antique.”</p> <p>Question 2: What are some of the pros and cons of a cashless society?</p>	<p>PowerPoint with Discussion Questions Projected</p>	<p>10:20 AM – 10:25 AM</p>

<p>Expected Responses: Pros:</p> <ul style="list-style-type: none"> • No more tax evasion. • No more money laundering. • Cash is technically worth more and less currency will be in circulation. <p>Cons:</p> <ul style="list-style-type: none"> • Countries that are unable to conduct a lot of electricity will not prosper in a cashless society. • Every transaction made is recorded. Cash gives a sense of privacy. <p>“Yes exactly! Even though using cash gives a sense of security, people take advantage of cash to save money. It is also interesting to think that there are many job earnings that are unreported due to cash transactions.”</p> <p>Question 3: How does cash boost economic growth? How does cash deteriorate economic growth? Expected Responses:</p> <ul style="list-style-type: none"> • Everyone will have to pay taxes due to no money laundering and tax evasion in a cashless society. • It will force countries to advance their technology at a rapid rate, which some countries may not be ready for given their current debt problems. 		
<p><u>TRANSITION:</u> “So if cash has a few disadvantages, what could be a possible alternative? Let’s look at one example that has been growing in popularity. How many of you have heard of Bitcoin? (*hands raise*). I’ve noticed that a lot of people know what Bitcoin is but don’t truly understand how it works. Later on when Professor Keister visits our class, we will talk about cryptocurrencies further. I advise you to take some notes and ask questions to ensure that you understand how this new form of digital currency works. Let’s watch a quick video to explore this new form of payment.”</p>		N/A
<p><u>VIDEO:</u> “Bitcoin: How Cryptocurrencies Work” Start video at 0:57.</p> <p>Pause at 1:36.</p> <p>Question 1: Does anyone know how many gigabytes are in one terabyte? Expected Response: About 1000 gigabytes.</p> <p>“So think about that. Even though there are millions of bitcoins and tons of information stored, it has only taken up 107 gigabytes. That’s one-tenth of a terabyte, which is the storage capacity most of your laptops may hold.”</p>	Video Projected	10:25 AM – 10:35 AM (10 minutes)

<p>Pause at 1:59.</p> <p>Question 2: What does it mean to be decentralized? Expected Response: Decentralized means that no one controls it. No company, government, or bank has control over the number of Bitcoins that exist.</p> <p>“That’s a very big plus of cryptocurrency. With no centralization, the consumers of Bitcoin determine its value. In a way, its capitalistic.”</p> <p>Pause at 3:39</p> <p>Question 3: The video highlights a potential safety issue with Bitcoin. What are some safety issue with using cash or credit cards? Expected Response:</p> <ul style="list-style-type: none"> • Bank data can be hacked and personal information can be stolen. • Cash can be easily stolen and money laundering is a serious crime. • Credit cards can be maxed out by people who steal them. • Signatures can be faked by con artists. <p>“It’s interesting to note that cryptocurrencies don’t really run into these problems. Let’s take a look at why.”</p> <p>Pause at 5:52</p> <p>“The next part of this video is very interesting, however, I feel that it requires a good working knowledge of complex computer algorithms. If you’re interested, you can check out the video on your own later. Basically, there are people called miners who try to look for Bitcoins within a network. They often drive up their electricity bills to a couple thousand a month, however, there is a high reward. Let us check it out.”</p> <p>Skip to 7:25.</p> <p>End at 9:05.</p>		
<p><u>TRANSITION:</u> “Now that we have learned a little bit about Bitcoin and cryptocurrencies, it is time to debate on it. But first, let me introduce you all to my faculty mentor, Professor Keister. Professor Keister was my professor for Intermediate Macroeconomics, a class that you all may be taking during your second year.</p>		N/A
<p><u>GUEST SPEAKER:</u></p>		10:35 AM – 11:10

<p>“Thank you for coming into our class today Professor. We are excited to learn more about you, the Economics department, and cryptocurrencies.”</p> <p>Name: Todd Keister</p> <p>Role/Title: Professor of Economics</p> <p>Contact Information (email and/or phone): todd.keister@gmail.com</p> <p>Confirmed: yes</p> <p>Brief biographical information:</p> <ul style="list-style-type: none"> • Professor Keister teaches topics pertaining to Macroeconomics as well as banking and financial fragility. • His research focuses on banks with a focus in bank bailouts, should we break up large banks, and bank runs. <p>Brief explanation of what the faculty member has agreed to cover: I have asked Professor Keister to take over for the remainder of the class. He will introduce himself, talk about his research, tips for Economics students, and involvement opportunities at Rutgers University for Economics students. This will be about 20-25 minutes. Afterwards, for the last 10 minutes, we will debate about whether cash is an outdated system and Professor Keister will be open any questions about the Economics program or his research.</p>		AM (25 minutes)
<p><u>CLOSING:</u> “Give a round of applause for our guest speaker Professor Keister. I hope you all enjoyed today’s lesson on Bitcoin and Cryptocurrencies as well as information about the Economics department. I am sure some of you may have him for classes in the future. Next week, we will take a look at involvement and have a panel of peers come in to talk about their Rutgers experience and internships they have held. Please fill out at least 1 question on the Google Forms I will send out tonight to ask our peer panelists.”</p>	N/A	N/A

Accomplishments from today’s lesson

What are three things that your students will be able to do as a result of class today:

- 1) Students will be able to connect with a faculty member from the Department of Economics.
- 2) Students will be able to identify advantages and disadvantages of using cash in today’s society.
- 3) Students will be able to understand how Bitcoin and Cryptocurrencies work.

Announcements for next class:

Readings Due for Next Week:

APA Citation:

2-3 Sentence Summary:

If no readings for class, check here:

Assignments Due for Next Week:

Title: Final Projects Topic submitted for approval

Description copied from syllabus:

Imagine you are an altruistic entrepreneur who is ready to change the world with your brilliant new idea. Your goal is to find a social issue and determine how that social cause can either promote economic growth or how you can use Economics to support that social cause. In other words, you have to find a social cause and figure out how Economics can be applied to it. Don't worry, it doesn't have to be anything too fancy. The goal is to learn more about a social issue that your group is interested and economics in the process. Your group will have to create a PowerPoint discussing your findings. More information on proper PowerPoint techniques will be discussed in class. Students will be arranged into 5 groups.

If no assignments due, check here:

Week SEVEN, Date: 10/24/2018

Name of Lesson: Decisions and Involvement..., how does Batman do it all?

FIGS Element(s) covered: Involvement and Peer Perspectives

Pre-class preparation (leave blank if not applicable):

Technology needs:

Laptop

Projector

HDMI cable

Copy requests:

Game Theory Box Diagrams

Supplies requests:

PowerPoint (e.g., create Diversity PowerPoint):

PowerPoint with Discussion Questions

What needs to be uploaded to Sakai:

Misc. (Computer lab requests, Contacting speakers, etc.):

Hershey kisses and Twix

READINGS completed for today as homework OR read in class as short in-class reading assignment

APA citation:

2-3 sentence summary:

Out of class reading, check here:

In-class reading, check here:

If no readings for class, check here:

VIDEOS to be Shown Today OR viewed as homework for today's class:

Video title: "Oligopolies and Game Theory – EconMovies #8: The Dark Knight"

Link: <https://www.youtube.com/watch?v=JMq059SAQXM>

2-3 sentence summary: Mr. Clifford discusses oligopolies or an industry that is controlled by a few large producers. He discusses how oligopolies make the right decisions to make the most money using Game Theory. The video ties this in with scenes from the movie "The Dark Knight".

Video start and stop time: 0:00 – 7:00

Video total length (not to exceed 10 minutes): 7 minutes

If no videos for class, check here:

ASSIGNMENTS Completed for Today:

Title: Final Projects Topic submitted for approval

Description copied from syllabus:

Imagine you are an altruistic entrepreneur who is ready to change the world with your brilliant new idea. Your goal is to find a social issue and determine how that social cause can either promote economic growth or how you can use Economics to support that social cause. In other words, you have to find a social cause and figure out how Economics can be applied to it. Don't worry, it doesn't have to be anything too fancy. The goal is to learn more about a social issue that your group is interested and economics in the process. Your group will have to create a PowerPoint discussing your findings. More information on proper PowerPoint techniques will be discussed in class. Students will be arranged into 5 groups.

If no assignments for class, check here:

CLASS OUTLINE (Includes opening and closing, discussion questions and expected responses, transitions, clear explanation of how elements are connected to topical areas, clear explanation of connection to Rutgers, etc.)	Resources / Materials Needed:	Timing (i.e. 11:00 am-11:15 am 15 min):
<p><u>PRE-CLASS:</u> I plan to arrive 10 minutes early to setup up the candy, projector, and play music. As students walk in, they will be presented with two brands of candy: Hershey’s kisses or Twix. I will tell the students that they are allowed to pick either candy, but not both. They are allowed to take as many pieces of the candy brand that they choose to select. They shouldn’t take it right off the bat.</p>		N/A
<p><u>OPENING:</u> Hello everyone! I hope you all had a wonderful week and are excited to hear from my upper class peers as well as involvement opportunities around campus. We will also take a look at decision making and the way firms decide what is the most profitable decision to make. To get us all in the decision making mood, let us stand up and start with a game of would you rather.</p>		N/A
<p><u>FINAL GROUP PROJECT:</u> Because many of my students were absent the week before and no group emailed me their final group project topic, I decided to give some time to groups to pick a topic and quickly discuss the rubric for the final presentation. This time, I had them pick topics in their class and show me that they setup a way to actively communicate between group members.</p> <p>As a result of this addition to the class, I deleted an activity where students were given Game Theory boxes and had to evaluate the pro and cons of getting involved in many activities across campus. This activity would have given them time to reflect about whether their current involvement around campus was the best fit for them.</p> <p>I highly recommend assigning topics in class and bringing topic for them to choose from.</p>	Rubric Project	9:50 AM – 9:58 AM
<p><u>ACTIVITY:</u> Would You Rather? (Idea adopted from Summer Institute I) “While this is a simple game, would you rather uses the basis of economic decision making at its core. There will be two sides of the room: the left side and right side. Each side of the room will represent an option. When I ask a question, you have to decide which side of the room is the best fit for you. Are you ready?”</p> <p>Question 1: Would you rather be an investment banker at Goldman Sachs or an economist for the Federal Reserve? Follow-up: Why did you chose your side? Expected Responses:</p> <ul style="list-style-type: none"> As an investment banker, I get to analyze different markets and make fast paced decisions. 	Activity Questions Projected	9:58 AM – 10:06 AM (8 minutes)

<ul style="list-style-type: none"> As an economist, I hold the faith of the US economy in my hands. No one can stop me now! I mean uh... time to save the world. <p>Question 2: Would you rather be a Jedi like Yoda or a wizard at Hogwarts School of Witchcraft and Wizardry like Harry Potter? Follow-up: Why did you chose your side? Expected Response:</p> <ul style="list-style-type: none"> A Jedi, duh. I get my own lightsaber, visit different galaxies, and talk to Yoda. A wizard, duh. I can make all the Jedi disappear, go to Hogwarts, and I can finally eat rock cakes with Hagrid. Plus I could fly, apparate, and have butterbeer all the time ;). <p>Question 3: Would you rather be able to read people's minds or run at super speed? Follow-up: Why did you chose your side? Expected Response:</p> <ul style="list-style-type: none"> Read people's minds, obviously. Now I can figure out what people actually think of me. Run at super speed. Then, I can go to Hawaii to relax for 20 minutes and come back and do homework. <p>Question 4: Would you rather eat pancakes or waffles every day for the rest of your life? Follow-up: Why did you chose your side? Expected Response:</p> <ul style="list-style-type: none"> Pancakes because they are so much fluffier and they don't have those annoying holes. Waffles because I can fill syrup in every single hole up to the top, but if I do that with a pancake it spills off to the side. <p>Question 5: Would you rather never use any social media or never watch another movie or TV show for the rest of your life? And to add a bit more flavor, you can't watch TV shows and movies on those social media sites. Follow-up: Why did you chose your side? Expected Response:</p> <ul style="list-style-type: none"> Social media because now I don't have to worry about what everyone else is doing with their life. Movies and TV because those aren't personal to me. 		
<p><u>ACTIVITY DISCUSSION:</u> "So now that we have had a little fun and moved around, let's get down to the economics of this activity."</p> <p>Question 1: What have you been doing since you walked into class? Expected Responses: Making decisions, the basis of all economics.</p>	PowerPoint with Discussion Questions Projected	10:08 AM – 10:14 AM (6 minutes)

<p>“You have been making all these decisions since you walked into class. Personally, if I had to keep making decisions, my head would explode. I am not the best decision maker because I always weigh the pros and the cons even after I make a decision.”</p> <p>Question 2: How did you decide what decision to make? What made one choice more appealing than the other?</p> <p>Expected Responses:</p> <ul style="list-style-type: none"> • I decided based on what I thought I would like. I really like [Twix or Hershey’s Kisses] so that was an easy choice. I also love Harry Potter more than Star Wars. • I just picked randomly. Sometimes you just have to go with the flow and see where you end up, ya know? • I weighed the pros and the cons. For the candy, Hershey’s kisses are small and fulfilling but require more to equate one Twix. One Twix gives you more with a combination of chocolate and caramel all in one delicious bite. <p>“These are all really interesting answers. Now let’s get into the nitty gritty of what’s going on from the consumer’s standpoint.”</p> <p>Question 3: Let’s say that I had told you that now you can have any piece of candy and as many as you want. Which would you pick? What is an economical term to describe how we feel after consuming the same piece of candy over and over?</p> <p>Expected Responses:</p> <ul style="list-style-type: none"> • I would keep picking the same candy I already had because that is the one I enjoy. Though, I feel like after a while I would get tired of it. • I would pick the other because there are now different flavors to try out. • We call this decreasing marginal utility. After consuming so many pieces of candy, we will not want to consume anymore because it doesn’t give us the same gratification as it did the first time. <p>“Often times, making decisions can be difficult without a practical process to make rational decisions. Luckily, economists have experimented and developed a way to study a rational decision.”</p> <p>Question 4: What is a microeconomic term for the study of decision making?</p> <p>Expected Response: Game Theory.</p>		
<p><u>TRANSITION:</u></p> <p>“Decisions, decisions. Decisions are the basis of Economics, but sometimes we are stuck between two choices and do not know which one to make. How many of you have watched that ‘overrated’ film called ‘The Dark Knight’?”</p>		N/A

<p>* hands raise *</p> <p>“Yeah, me too. In the movie, our friendly neighborhood friend, Batman, has to make many decisions. If you haven’t watched the movie, don’t worry I won’t spoil it. What I am interested in is in this strategic thought process that Batman and Joker have developed for themselves. How does the Dark Knight use economics to make decisions?</p> <p>Let’s find out.</p>		
<p><u>VIDEO: “Oligopolies and Game Theory – EconMovies #8: The Dark Knight”</u> Link: https://www.youtube.com/watch?v=JMq059SAQXM</p> <p>Pause at 0:42.</p> <p>Question 1: What is an oligopoly? Can you give an example of an oligopoly? Expected Response: Oligopolies are industries that are dominated by a few large corporations. For example, the smartphone industry, the automobile industry, and even the video gaming industry.</p> <p>Pause at 4:52</p> <p>Question 2: If DC comics chooses to make a movie about Alfred and Marvel comics chooses to make a move about the Mandarin, how much profit will Marvel get? Why? Expected Response: \$200 because DC Comics chooses to make a movie about Alfred so we look at the first row and Marvel Comics chooses Mandarin. In the Mandarin and Alfred cell, Marvel Comics makes \$200.</p> <p>Question 3: If Marvel Comics chooses to make a movie about Jarvis and DC Comics chooses to make a movie about Alfred, how much profit will DC Comics make? Why? Expected Response: \$100. Since Marvel Comics chooses Jarvis, we look at the first column. Since DC Comics chooses Alfred, we look at the first row.</p> <p>Pause at 5:06</p> <p>Question 4: What do you think Marvel’s dominant strategy is? What do you think DC’s dominant strategy is? Expected Response: DC will always choose the Joker no matter what Marvel Comics chooses. This is because DC Comics always makes more on a movie about the Joker. Marvel will choose either Jarvis or the Mandarin, depending on what DC Comics chooses.</p>		<p>10:14 AM – 10:25 AM (9 minutes)</p>

“Let’s see why”

TRANSITION:

“I hope you all enjoyed that video and were able to better visualize the connection between economic decision making and Game Theory. As you can see, Game Theory is a very powerful tool to assist economists as they make rational decisions. While it seems to focus more on firms in this video, we can apply it to other areas as well. If you were interested in this lesson, Rutgers offers upper level electives about Game Theory and Behavioral Economics.

N/A

<p>Before our guest speakers arrive, I want you all to apply Game Theory to your own academic and involvement careers at Rutgers University. I am passing out a sheet that you will fill out as follows.”</p>		
<p><u>DISCUSSION: Involvement Opportunities</u> Because there was not enough time to facilitate an independent session to evaluate students’ current involvement around campus, I decided to talk about involvement opportunities for Economics students at Rutgers University. This included LIBOR, Quantitative Finance Club, Economics Honors Society, and even HackRU. Then I turned it to the floor and had other students talk about their involvement opportunities around campus. Some students talked about sports they were involved in and others talked about the clubs I mentioned. It was a quick and thoughtful discussion that laid the foundation for the peer panel.</p>	<p>Game Theory Blank Boxes.</p>	<p>10:25 AM – 10:30 AM (5 minutes)</p>
<p><u>TRANSITION:</u> “Last week, Professor Keister and I discussed opportunities for you to get involved with the Department of Economics. However, with Rutgers University being so big, there are many more opportunities outside of the Economics department as well.</p> <p>Today, four upper class student panelist will discuss ways they are involved on campus and advice for all of you. Here are our upper class students for today’s peer panel. Let’s get right into it!”</p>		<p>N/A</p>
<p><u>UPPER CLASS PEER PANELIST:</u> I will first let each panelist introduce themselves and talk about their involvement opportunities. Then, I will ask them some important questions that I wish I had answered my first-year. After that, I will let students in the audience ask live questions.</p> <p>Panelists:</p> <p>Name: Husain Vohra Major/minor: Supply Chain Career Aspirations: Rutgers Involvement:</p> <ul style="list-style-type: none"> • Residence Life (Resident Assistant) • Leadership & Experiential Learning (Mark Conference and Alternative Breaks) • Former Orientation Leader • Office of Information Technology Lab Consultant • Introduction to Supply Chain Undergraduate Course Assistant <p>Confirmed: yes</p> <p>Name: Noah Miller Major/minor: Economics and minor in Computer Science</p>		<p>10:30 AM – 11:10 AM (40 minutes)</p>

Career Aspirations: Investment Banking

Rutgers Involvement:

- Quantitative Finance Club
- Road to Wall Street

Confirmed: yes

Name: Madhu Sivaraj

Major/minor: Computer Science

Career Aspirations: Software Engineering or Quantitative Finance

Rutgers Involvement:

- HackRU
- Women in Computer Science
- Rutgers University Mobile App Development
- OPA Sorority
- USACS

Confirmed: yes

Name: Amulya Mummaneni

Major/minor: Computer Science and Economics

Career Aspirations: Software Engineering

Rutgers Involvement:

- HackRU
- Aresty
- USACS
- Rutgers CS4Good

Confirmed: yes

Peer panelist introductions and talk about experiences (10 minutes)

Questions that I will ask: (20 minutes)

- With so many opportunities around campus, how did you decide which opportunities were right for you?
- Tell me something you were told in high school about college that was said to be true, but isn't true. For example, if you fail a test, it is the end of the line.
- What is something you have struggled with upon entering college and what are some of the ways you have overcome it? This can be anything you feel comfortable sharing.

Since no one submitted a question to the Google Form, I will open up the floor to questions for about 10 minutes. If students don't have any questions to ask, then I will think of questions on the spot that have not been asked yet.

<p><u>CLOSING:</u> “Let’s give a round of applause for our amazing panelists. They have all provided such great insight about their success at Rutgers University. Hopefully you have a better idea of ways you can get involved around campus and how you can better evaluate your opportunities. Next week, we will be visiting the Rutgers Business Building for a tour and we will learn about the Road to Wall Street program. Please report the Business building on Livingston campus!”</p> <p>Enjoy the rest of your week.”</p> <p>My peer panelists decided to stay after to take any direct questions from students.</p>		N/A
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Accomplishments from today’s lesson

What are three things that your students will be able to do as a result of class today:

- 1) Students will be able to connect with successful upper class student leaders.
- 2) Students will be able to understand how economists evaluate decisions using Game Theory.
- 3) Students will be able to better evaluate their decision making process for the future.
- 4) Students will be able to learn about different involvement opportunities related to the field of Economics.

Announcements for next class:

We will be visiting the Rutgers Business School next week. Wear comfortable clothing.

Readings Due for Next Week:

APA Citation:

2-3 Sentence Summary:

If no readings for class, check here:

Assignments Due for Next Week:

Title: “Rishab, Let Me Tell You About This on the Wall Street Journal Reflection”

Description copied from syllabus:

As economics majors, it is important to follow the news and stay connected with business trends and the value of assets. To encourage you all to read the Wall Street Journal (WSJ), I want you all to select a company, organization, or topic that you can read about for 5 weeks on the WSJ. For example, if you choose to follow the company Tesla, then you will observe their stock, read articles about the company on the WSJ, and write a reflection about what you learned and your findings about the company. If you chose to follow a topic, such as unemployment, then you may consider adding in how the statistics for unemployment has changed during the month of September to the month of October. I have included suggestions for questions you should ask yourself below based on the topical area you have chosen.

- If you choose a company, consider the following guided questions in your reflection:
 - i. Why did you choose this company?
 - ii. What did you learn about the company that interested you?
 - iii. How did the stock price perform over the course of 5 weeks?
 - iv. Why did you think the stock performed this way?
- If you choose an economic topic, consider the following guided questions in your reflection:
 - i. Why did you choose this topic?
 - ii. What did you learn about the topic that interested you?
 - iii. What are some interesting statistics that go along with this topic?

- iv. How can we apply this economic topic to other news you may have seen on the WSJ or other news outlets?

The requirements for the assignment are the following:

- 1 inch margins, Times New Roman 12 pt. font, with a length of 2 pages.
- The assignment is to be submitted on October 31, 2018 at 8:00 AM.
- Proper grammar and sentence structure with all or most of the questions above addressed.

If no assignments due, check here:

Week EIGHT, Date: 10/31/2018

Name of Lesson: Let's Get Down to Business

FIGS Element(s) covered: Out of Class Excursion

Pre-class preparation (leave blank if not applicable):

Technology needs:

Copy requests:

Road to Wall Street Information flyers

Supplies requests:

PowerPoint (e.g., create Diversity PowerPoint):

What needs to be uploaded to Sakai:

Sokanu Career Assessment

Misc. (Computer lab requests, Contacting speakers, etc.):

READINGS completed for today as homework OR read in class as short in-class reading assignment

APA citation:

2-3 sentence summary:

Out of class reading, check here:

In-class reading, check here:

If no readings for class, check here:

VIDEOS to be Shown Today OR viewed as homework for today's class:

Video title:

Link:

2-3 sentence summary:

Video start and stop time:

Video total length (not to exceed 10 minutes):

If no videos for class, check here:

ASSIGNMENTS Completed for Today:

Title: "Rishab, Let Me Tell You About This on the Wall Street Journal Reflection"

Description copied from syllabus:

As economics majors, it is important to follow the news and stay connected with business trends and the value of assets. To encourage you all to read the Wall Street Journal (WSJ), I want you all to select a company, organization, or topic that you can read about for 5 weeks on the WSJ. For example, if you choose to follow the company Tesla, then you will observe their stock, read articles about the company on the WSJ, and write a reflection about what you learned and your findings about the company. If you chose to follow a topic, such as unemployment, then you may consider adding in how the statistics for unemployment has changed during the month of September to the month of October. I have included suggestions for questions you should ask yourself below based on the topical area you have chosen.

- If you choose a company, consider the following guided questions in your reflection:
 - i. Why did you choose this company?
 - ii. What did you learn about the company that interested you?
 - iii. How did the stock price perform over the course of 5 weeks?
 - iv. Why did you think the stock performed this way?
- If you choose an economic topic, consider the following guided questions in your reflection:
 - i. Why did you choose this topic?
 - ii. What did you learn about the topic that interested you?
 - iii. What are some interesting statistics that go along with this topic?
 - iv. How can we apply this economic topic to other news you may have seen on the WSJ or other news outlets?

The requirements for the assignment are the following:

- 1 inch margins, Times New Roman 12 pt. font, with a length of 2 pages.
- The assignment is to be submitted on October 31, 2018 at 8:00 AM.
- Proper grammar and sentence structure with all or most of the questions above addressed.

If no assignments for class, check here:

CLASS OUTLINE (Includes opening and closing, discussion questions and expected responses, transitions, clear explanation of how elements are connected to topical areas, clear explanation of connection to Rutgers, etc.)	Resources / Materials Needed:	Timing (i.e. 11:00 am-11:15 am 15 min):
<p><u>PRE-CLASS:</u> I plan to arrive to class early to ensure that all students to make it to class on time and are ready for our out of class excursion.</p>		N/A
<p><u>OPENING:</u> “Hello everyone! I hope you had a wonderful week and were all able to use Economics to think through the decisions you are making. Today, we’ll be discussing our Wall Street Journal Reflection assignment. Then we will have a tour of the business building and learn more about the Road to Wall Street Program from the director, Scott Borden.”</p>		N/A
<p><u>Wall Street Journal Reflection Casual Discussion</u> As students arrive to the Rutgers Business school, I will have them present interesting insights from their WSJ reflection. I want to keep this casual because if we get into a discussion and students are late, they may not be prepared to give a response.</p> <p>I will tell students to focus on the discussion questions I had them answer and show give my insights into their topical area if I have any.</p> <p>(This ended up happening for a little longer because the tour guide cancelled last minute. Therefore, they were working to get me a substitute tour guide.)</p>		9:50 AM - 10:10 AM (20 minutes)
<p><u>RBS Tour and Road to Wall Street Program</u></p> <ul style="list-style-type: none"> • Name of site: Rutgers Business School and Conference Room • Site address: 100 Rockefeller Road, Piscataway, NJ 08854 • Name of contact/host: Scott Borden/Tour Guide for RBS • Phone number and/or email of contact/host: sborden@echo.rutgers.edu • Where will students meet you at the start of class? The entrance to the Rutgers Business Building • Is excursion confirmed? no <ul style="list-style-type: none"> ○ Currently, I have sent a general email to Scott Borden. I am also waiting for Lyn to get back to me about the business school tour. <p>Premise:</p> <p>The idea is to give students a tour of the Rutgers Business School. Though most Economics classes are on College Avenue, this will</p>	Example: PowerPoint with Discussion Questions Projected	10:10 AM – 11:10 AM (60 minutes)

<p>give them insight into other majors they can pursue related to Economics.</p> <p>Then, Scott Borden will meet my group in a conference room and he will discuss the Road to Wall Street program and Scott Borden will tell stories about his experiences on Wall Street. He will also take any questions that students may have.</p> <p>Name: Scott Borden Role/Title: Road to Wall Street Program Director Contact information (phone number and/or email): sborden@echo.rutgers.edu Confirmed: yes 2-3 sentence explanation of why you are inviting this person to be a guest speaker:</p> <ul style="list-style-type: none"> As the Road to Wall Street program director, Scott Borden will have a lot of valuable information to give my students about the program and life on Wall Street. Moreover, he will also take general questions on career development and University Career Services. <p>Brief explanation of what guest speaker has agreed to cover:</p> <ul style="list-style-type: none"> I have asked Scott to cover the Road to Wall Street program with my students and the best ways to get your foot in the door at Wall Street. Moreover, Scott will also talk about his transition from Wall Street to career counseling. 		
<p><u>CLOSING:</u> “Next week, we will look further into career development with a representative from University Career Services.</p> <p>You will need to complete the Sokanu Career Assessment for next class and bring your laptop. I will make an announcement on Sakai with instructions on how to complete the assessment.</p> <p>Come out to my office hours if you have any questions! See you next week.”</p>		N/A

Accomplishments from today's lesson

What are three things that your students will be able to do as a result of class today:

- 1) Students will be able to learn about the Road to Wall Street program and how they can stand out during the application process.
- 2) Students will be able to tour the Rutgers Business School and other majors related to Economics.
- 3) Students will be able to discuss their findings from the Wall Street Journal activity and learn about other economic topics or companies from their peers.

Announcements for next class:

University Career Services will be coming to our class so you need to complete the Sokanu Career Assessment. Refer to instructions I have posted on Sakai.

Readings Due for Next Week:**APA Citation:****2-3 Sentence Summary:**If no readings for class, check here: **Assignments Due for Next Week:**

Title: Sokanu Career Assessment (10 points)

Complete the Sokanu career assessment. To access the assessment, go to Rutgers.sokanu.com.

Complete the first 4 parts of the assessment (Welcome, History and Goals, Workplace and Interests) which will take approximately 30-60 minutes. When responding to questions, go with your immediate “gut response.” Don’t overthink the questions or your answers. Use any browser except Internet Explorer.

Upload a copy of your results to the Sakai assignment page. In Sokanu, go to My Dashboard. At the bottom of the page, click “view report” for the Trait Report. Click “print” and save as a pdf. Upload pdf copy to the Sakai assignment.

After completing the assessment, review your suggested career titles and identify one career title that matches with what you know about yourself or have already considered and one career title that you have not considered previously. We will be discussing this during class.

During class, if you do not have a laptop to access your report, it will be important for you to print out the first page of your career listings, which list your top career titles, to bring with you. You can find this by clicking on “careers” on the top navigation bar.

If no assignments due, check here:

Week NINE, Date: 11/7/2018

Name of Lesson: Suiting Up for a Career

FIGS Element(s) covered: Career Development

Pre-class preparation (leave blank if not applicable):

Technology needs:

Laptop

HDMI Cable

Projector

Copy requests:

Supplies requests:

PowerPoint (e.g., create Diversity PowerPoint):

Create PowerPoint with Discussion Questions

What needs to be uploaded to Sakai:

Misc. (Computer lab requests, Contacting speakers, etc.):

READINGS completed for today as homework OR read in class as short in-class reading assignment

APA citation:

2-3 sentence summary:

Out of class reading, check here:

In-class reading, check here:

If no readings for class, check here:

VIDEOS to be Shown Today OR viewed as homework for today's class:

Video title:

Link:

2-3 sentence summary:

Video start and stop time:

Video total length (not to exceed 10 minutes):

If no videos for class, check here:

ASSIGNMENTS Completed for Today:

Title: Sokanu Career Assessment

Description copied from syllabus:

To access the assessment, go to Rutgers.sokanu.com. Complete the first 4 parts of the assessment (Welcome, History and Goals, Workplace and Interests) which will take approximately 30-60 minutes. When responding to questions, go with your immediate "gut response." Don't overthink the questions or your answers. Use any browser except Internet Explorer.

Upload a copy of your results to the Sakai assignment page. In Sokanu, go to My Dashboard. At the bottom of the page, click “view report” for the Trait Report. Click “print” and save as a pdf. Upload pdf copy to the Sakai assignment.

After completing the assessment, review your suggested career titles and identify one career title that matches with what you know about yourself or have already considered and one career title that you have not considered previously. We will be discussing this during class.

During class, if you do not have a laptop to access your report, it will be important for you to print out the first page of your career listings, which list your top career titles, to bring with you. You can find this by clicking on “careers” on the top navigation bar.

If no assignments for class, check here:

CLASS OUTLINE (Includes opening and closing, discussion questions and expected responses, transitions, clear explanation of how elements are connected to topical areas, clear explanation of connection to Rutgers, etc.)	Resources / Materials Needed:	Timing (i.e. 11:00 am-11:15 am 15 min):
<u>PRE-CLASS:</u> I will arrive to class 10 minutes early to get myself acquainted with the University Career Services speaker.		9:40 AM – 9:50 AM
<u>OPENING:</u> “Hello everyone. I hope you all had a wonderful week. Today, we will have a speaker from the University Career Services department give a presentation on the resources that are available to students to help them find their dream job. These resources include the Handshake platform and Sokanu Career assessment. I will let Mariagrazia Buttitta from University Career Services take it away.		N/A
During this time, the University Career Services speaker will give their presentation to the class. Name: Mariagrazia Buttitta Title: Career Consulting Intern		9:50 AM – 10:40 AM
<u>TRANSITION:</u> “I hope you all enjoyed that presentation from the University Career Services speaker. Everyone give him/her a round of applause. (Thank the speaker for coming out). Last week, Scott Borden gave our class an overview of the Road to Wall Street Program. Hopefully, you were able to take away some tips from the presentation about getting a job on Wall Street or how to build experience to be accepted in the program. For the rest of the class today, I want to incorporate my experiences finding internship opportunities and programs that are available to Economics students to further their career development.”		N/A
<u>DISCUSSION:</u> “Before I give you some of my tips to getting your foot in the door, I want to hear about what you all thought of the presentation.” Question 1: What was something important you that you took away from the presentation? How do you plan on applying it to your career development? Expected Responses: <ul style="list-style-type: none"> • The Handshake platform seems really resourceful. I am going to build my profile after class. • The Sokanu career assessment gave me a better view of different career opportunities I may be interested in. • I now know to plan my career development early! Question 2: How did the Sokanu career assessment provide you with insight into other careers you may be interested?	PowerPoint with Discussion Questions Projected	10:42 AM – 10:48 AM (6 minutes)

<p>Expected Responses:</p> <ul style="list-style-type: none"> • I knew I wanted to do something within Economics, but I wasn't sure what exactly I wanted to do. The career assessment helped me focus on job titles. • I wasn't sure whether I was interested in Economics, but I now found a different field of study I want to look into that could be a better fit for me. <p>Question 3: What was something you wish you learned more about from the career services presentation?</p> <ul style="list-style-type: none"> • Tips to building a résumé or a résumé template I can use. • Best way to reach out to recruiters or create an enticing cover letter. 		
<p><u>TRANSITION/LAPTOP FOLLOW ALONG:</u></p> <p>“It seems like you all want to further develop your careers and create a strong résumé that employers will value. Fear not, Rishab is here. The person who edits his résumé like every few days during recruiting season! ;).</p> <p>Let me share some insight into how to build an amazing Handshake profile, LinkedIn, and one-page résumé. “</p> <p>During this time, I will have them follow along with me as I show them some neat tricks I found on Handshake like job alerts and filtering for the job titles you are looking for. I will also show them the Handshake profile I have built to give them insight into what their Handshake profile may look like.</p> <p>Afterwards, I will transition into the differences between LinkedIn and Handshake and why it's good to have both. This will include:</p> <ul style="list-style-type: none"> • More opportunities for recruiters to contact you. • LinkedIn is a better place to share professional articles and your experiences to gain a better reputation. • A convenient way to find Rutgers alumni who may not be in the Handshake system. <p>I will also show them how to make themselves available to job alerts on LinkedIn and how to filter their profiles for the job title they are looking for.</p> <p>Lastly, I will show them my one-page résumé. This will give them a good idea of how to format their résumé and the mergers and acquisitions résumé template.</p> <p>Link to template: https://www.mergersandinquisitions.com/investment-banking-resume-university-student/</p>		<p>10:48 AM – 11:05 AM (17 minutes)</p>

<p>(Note: This follow along actually ended up taking longer than expected because students were very interested and kept asking questions. They were really involved and wanted to learn about how to apply everything they learned from the presentation that Maria had given earlier.)</p> <p>“Now that you have seen how you can build a better network and résumé, let’s do an activity to learn how to build better résumé bullets.”</p>		
<p>ACTIVITY: Building the Bullets</p> <p>“I want everyone to individually think of a job they have had, a club or organization they are a part of, or skills that represent their character. I want you to reflect for 5 minutes and build a mock résumé with all these opportunities incorporated. Afterwards, I will ask a few of you to present your ideas.</p> <p>(Note: We did not get around to doing too much but students had some time to reflect on their current résumé bullets.)</p>		11:05 AM – 11:10 AM (5 minutes)
<p>CLOSING:</p> <p>“I hope you were able to gain some valuable insights on how to build a better résumé. You are always more than welcome to stop by my office hours during class or send me an email to look over your résumé. I also highly recommend visiting University Career Services for feedback on your résumé.</p> <p>“Your assignment for next week is to create a Handshake account with as much information as possible. Make sure you fill out the summary, courses you are taking, any employment experience you have had, clubs and organizations you may be involved in, and most importantly a professional picture. If you do not have a professional picture, lucky for you I am a photographer. Feel free to contact me to schedule a time to photograph a free professional picture.</p> <p>After you finish, you will complete a reflection due next week. There will be more details on Sakai about expectations for the reflection.</p> <p>Don’t forget next week is our last class and the final group project. I am excited to hear about the social cause topical area you chose.</p> <p>I hope you all have a wonderful week.”</p>	Projector with LinkedIn Profile Projected	11:05 AM – 11:10 AM (5 minutes)

Accomplishments from today’s lesson

What are three things that your students will be able to do as a result of class today:

- 1) Students will be able to get themselves acquainted with the Handshake website
- 2) Students will be able to discuss their findings from the Sokanu Career Assessment
- 3) Students will be able to learn about the Road to Wall Street Program
- 4) Students will be able to develop better résumé building skills and understand how to use LinkedIn to get a job.

Announcements for next class:

None

Readings Due for Next Week:**APA Citation:****2-3 Sentence Summary:**If no readings for class, check here: **Assignments Due for Next Week:**

Title: "Reflecting on Your Future Career"

Description copied from syllabus: TBA

Title: "Handshake profile completion and Career Reflection Assignment"

Description:

This assignment will be due the week following the presentation given by a representative from University Career Services. There are two parts to this assignment:

1. Now that you've done some initial exploration of Sokanu and activated your Handshake account in class, log into your Handshake account and do the following:
 - Select the drop-down menu for your account in the upper-right corner of your screen (*on mobile devices this is indicated by your portrait; on a browser this is indicated by your portrait and name*)
 - Select "Career Interests."
 - Fill out the information requested. *Completing this information will assist Handshake in helping you find the career and job that's right for you. It will also recommend events, articles and jobs that match what you're actually interested in.*
 - Click "Save my career interests."
 - Save a PDF copy of this page by doing the following steps:
 - Click "Print"
 - Select "Print to PDF"
 - Save the document
 - Upload to Sakai assignment
2. Complete the career reflection worksheet (available on Sakai assignment details page) and upload the completed worksheet to the assignment on Sakai.

Title: Final Group Project (30 points)

All students must participate in both the planning of the final project and the group presentation on the last day of class to pass the FIGS course. Group presentations should be 6-8 minutes in length. All presentations should have a visual aid component with at least three scholarly sources cited appropriately (i.e. PowerPoint, handout, etc.) to be posted on Sakai.

- Imagine you are an altruistic entrepreneur who is ready to make a meaningful impact with your brilliant new idea. Your goal is to find a social issue, (such as unemployment, the gender earnings gap, drug and alcohol abuse, education) and determine how that social cause can either promote economic growth or how you can use economic theory to bring a new light on the issue. In other words, you have to find a social cause and figure out how economics can be applied to it. For example, if you choose education, you may consider giving statistics discussing how many students don't receive a formal education, why it's important to receive an education for the economy, and a solution for how we can provide education to more people.

Don't worry, it doesn't have to be anything too fancy. The goal is to learn more about a social issue that your group is interested in and understand its connection to economics. Your group will have to create a PowerPoint discussing your findings. More information on proper PowerPoint techniques will be discussed in class. Students will be arranged into 5 groups.

During the final week of class, on November 14, 2018, I will pretend to be a venture capitalist and you will present your findings to me and try to persuade me that your social cause is one that I should invest in.

A rubric and more detailed description of the final project will be distributed in class and posted on Sakai at a later date. A portion of each student's final grade will be based on peer evaluations of his/her contributions. Final group projects must be completed by the groups assigned by the peer instructor.

If no assignments due, check here:

Week TEN, Date: 11/14/2018

Name of Lesson: Shark Tank Exploring Economics Season Finale!"

FIGS Element(s) covered: Final Group Project

Pre-class preparation (leave blank if not applicable):

Technology needs:

Laptop

HDMI Cable

Projector

Stock Market Game results projected

Copy requests:

Evaluations for projects and class

Supplies requests:

PowerPoint (e.g., create Diversity PowerPoint):

Final Group Presentations PowerPoint setup

What needs to be uploaded to Sakai:

Misc. (Computer lab requests, Contacting speakers, etc.):

READINGS completed for today as homework OR read in class as short in-class reading assignment

APA citation:

2-3 sentence summary:

Out of class reading, check here:

In-class reading, check here:

If no readings for class, check here:

VIDEOS to be Shown Today OR viewed as homework for today's class:

Video title:

Link:

2-3 sentence summary:

Video start and stop time:

Video total length (not to exceed 10 minutes):

If no videos for class, check here:

ASSIGNMENTS Completed for Today:

Title: "Reflecting on Your Future Career"

Description copied from syllabus: TBA

Title: "Handshake profile completion and Career Reflection Assignment"

Description:

This assignment will be due the week following the presentation given by a representative from University Career Services. There are two parts to this assignment:

3. Now that you've done some initial exploration of Sokanu and activated your Handshake account in class, log into your Handshake account and do the following:
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 - Select "Career Interests."
 - Fill out the information requested. *Completing this information will assist Handshake in helping you find the career and job that's right for you. It will also recommend events, articles and jobs that match what you're actually interested in.*
 - Click "Save my career interests."
 - Save a PDF copy of this page by doing the following steps:
 - Click "Print"
 - Select "Print to PDF"
 - Save the document
 - Upload to Sakai assignment
4. Complete the career reflection worksheet (available on Sakai assignment details page) and upload the completed worksheet to the assignment on Sakai.

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Don't worry, it doesn't have to be anything too fancy. The goal is to learn more about a social issue that your group is interested in and understand its connection to economics. Your group will have to create a PowerPoint discussing your findings. More information on proper PowerPoint techniques will be discussed in class. Students will be arranged into 5 groups.

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If no assignments for class, check here:

CLASS OUTLINE (Includes opening and closing, discussion questions and expected responses, transitions, clear explanation of how elements are connected to topical areas, clear explanation of connection to Rutgers, etc.)	Resources / Materials Needed:	Timing (i.e. 11:00 am-11:15 am 15 min):
<p><u>PRE-CLASS:</u> I plan to arrive to class 10 minutes early to setup the projector with the presentations ready to go. I will also play music as students arrive for their final class!</p>		N/A
<p><u>OPENING:</u> “Hello all! Today is a very exciting day for Exploring Economics. Not only do am I excited to hear from your amazing presentations that you have worked hard on for the past few weeks, but also you get to convince me that your social issue is worth investing in. I cannot wait to hear about the research you have all done to develop a creative presentation! Let’s get right into it.”</p>		N/A
<p><u>GROUP PRESENTATIONS</u> I will start off by giving students the group evaluation forms. I give them 5 minutes to fill out these forms while I talk about Byrne seminars and hand them a booklet on them.</p> <p>“Each group will have 10 minutes to pitch their idea. For 6-8 minutes you will present your findings and for 1-2 minutes the audience and I will ask questions to determine if your idea is a worthy investment. I have already setup all the PowerPoints on the projector. Remember to pay close attention to your peer’s presentations because you will be evaluating them.</p> <p>Are you all ready for the best episode of Shark Tank?</p> <p>Alright then! Let’s get started with the Shark Tank Exploring Economics Season Finale!”</p>	Peer Evaluations Final Group Project Rubrics	9:51 AM – 10:46 AM (55 minutes)
<p><u>COURSE EVALUATIONS</u> To evaluate the course, I will have students follow the link provided on the PI Education website.</p>	Course Evaluations	10:46 AM – 11:06 AM (20 minutes)
<p><u>CLOSING</u> “Well folks this is it. We have reached the end of Exploring Economics. Before you leave, I want to share a story with you about an instance in my college career that changed the way I viewed my future.</p> <p>I remember when I was a first-year student sitting in a lecture hall, I was thinking to myself, Rutgers... not exactly my dream school. How many of you have felt the same way? While not all of you raised your hand, I’m sure we all still have something in common: at some point something’s just have not gone our way or simply put, our expectations have not met reality. How many of you can agree with me on that?</p>		11:06 AM – 11:10 AM (4 min)

Earlier, we spoke about expectations not always meeting reality in the stock market. During my time at Rutgers University, I have noticed that my expectations have not met my reality. This all started to occur to me with my first campus job. When I was a high school student, my brother encouraged me to apply as a Help Desk consultant to the Office of Information Technology, a job that gave me the opportunity to assist students with their technological needs.

Well, after receiving the job, I worked there for a little bit until I was fired on the very first-day of my first-year at Rutgers University. My friend had called me on the Help Desk phone while I was working and we started engaging in a personal conversation. Well, turns out they monitor all the calls at the Office of Information Technology. Now I know what you're all thinking. Wait what? My amazing Peer Instructor who came in clutch with an amazing curriculum for this Exploring Economics course was once a delinquent?

Well, the answer is, yes :D! Now, I wouldn't call myself a delinquent, however, I would say that it wasn't exactly the peak of my college career.

This easily became the biggest L I had ever taken in my life. But looking back, it was also the first A I ever earned upon entering college. It showed me that expectations don't always meet reality. It showed me that we shouldn't be stuck living in the past or future. Rather, we should focus on the present.

Who cares if you don't get the highest paying job of all your peers when you graduate or you're not the smartest person in the room. Who cares if you didn't do well on your first few exams in college. Life is about learning from our mistakes and learning new things every day.

At the end of the day, if there is anything I can pass down to all of you, it is this: sometimes things in life just happen. But, they happen for a reason.

I hope you all enjoyed your time in this edition of Exploring Economics. I look forward to seeing how you all grow and become successful during your time at Rutgers University.

Remember, I am always around if you need someone to talk to or need any advice.

Stay classy ☺!

Accomplishments from today's lesson

What are three things that your students will be able to do as a result of class today:

- Students will be able to convince me that their social issue is worth investing in.
- Students will be able to enjoy an inspirational speech given by me at the end of class.
- Students will be able to analyze the stock market game they have been following during the semester.
- Students will be able to evaluate the course.

Final Announcements:

None