Principles of Macroeconomics
Econ 2301-83930
Spring 2015 | 3 Credit Hours

INSTRUCTOR'S NAME: Steven Manley
TELEPHONE NUMBER: 972-238-6377
OFFICE NUMBER: Lavaca 239
OFFICE HOURS: MW 9:10 -10:05am, TR 11am – 1pm, and F 9-10am
E-MAIL ADDRESS: smanley@dcccd.edu
CLASS MEETING TIME: 7:25am – 8:55am in Room TBD at LHHS
DROP DATE: 4/16/2015

THE INSTRUCTOR RESERVES THE RIGHT TO AMEND A SYLLABUS AS NECESSARY.

I. COURSE DESCRIPTION:
Econ 2301: Principles of Macroeconomics-- This is a Texas Common Course Number. This is a DCCCD Core Curriculum Course.
An introduction to the principles of macroeconomics is presented. Economic principles are studied within the framework of classical, Keynesian, monetarist and alternative models. Emphasis is given to national income determination, money and banking, and the role of monetary and fiscal policy in economic stabilization and growth. Other topics include international trade and finance. (3 Lec.) Coordinating Board Academic Approval Number 4506015125

II. COURSE PREREQUISITES: Developmental Reading 0093 or English as a Second Language (ESOL) 0044 or have met the Texas Success Initiative (TSI) standard in Reading. Sophomore standing recommended.

III. REQUIRED / RECOMMENDED COURSE MATERIALS:
Macroeconomics: Understanding our Material World, 3rd edition, published by Kendall Hunt. Two purchasing options:
All materials are delivered online via the access code.
1. Online E-Text: Digital Format, Internet Delivered. Access code can be purchased online from the publisher or the campus bookstore and all needed course material downloaded: Online E-Text and access to the web site ISBN: 9781465251633.
2. Hard copy text with access code on the inside front cover that gives you online access to the E-Text and website can be purchased at the bookstore or from the publisher. ISBN: 9781465251404.

COURSE WEBSITES
To register your access code on the Webcom Website, use the following link:
http://www.grtep.com/
BE SURE TO ENTER YOUR CORRECT SECTION NUMBER WHEN YOU REGISTER WITH WEBCOM FOR THE COURSE MATERIALS. (See your fee receipt) If you have any difficulty registering in the WebCOM system, contact: websupport@kendallhunt.com

The Webcom Website is where you will find all course materials, including the e-text, all supplemental class materials, and access to all graded homework assignments. (The only exception is Blackboard, where your Test Review Assignments will be completed and graded)

Remember, the delivery of all course materials, assignments and assessments will be digital and internet based—the course does not utilize a traditional textbook as the only instructional tool. All portions of the materials can be printed from your computer as well.

IV. COURSE OBJECTIVES:

Economics 2301, as part of the Core Curriculum satisfies the following Exemplary Educational Objectives in Economics set forth by the Texas Higher Education Coordinating Board.

EXEMPLARY EDUCATIONAL OBJECTIVES in MACROECONOMICS includes the following:

A. Understanding the methods, technologies, and data that economists use to investigate the human condition.
B. Understanding the development of our economic institutions and processes and how they relate to our political system and culture.
C. Demonstrating the use of and offer critiques for alternative explanatory systems and theories in the principles of macroeconomics course.
D. Understanding and describing alternative explanations and approaches to domestic social issues.
E. Analyzing how historical, social, political, cultural and global issues have an influence on our economy.
F. Understanding the evolution and current macroeconomic role of the U.S. in the world economy.
G. Differentiating and analyze historical evidence (documentary and statistical) and differing points of view in economics.
H. Developing the ability to establish and apply reasonable criteria in determining the acceptability of historical evidence and social research.
I. Analyzing, critically assessing, and developing creative solutions for macroeconomic problems.
J. Being able to apply the macroeconomic principles and theories presented in this course by using the information obtained from the news media and other appropriate sources to evaluate current economic policy as it relates to the current economic and public policy environment.

V. LEARNING OUTCOMES:

Upon successful completion of Economics 2301, you should be able to:
Identify the major microeconomic problems confronting the United States economy
Identify and explain the primary causes of these problems
Identify and explain the principal, economic effects of these problems
Demonstrate mastery of the macroeconomics theory necessary to think intelligently about these problems
Identify, explain, and justify appropriate policy options for resolving these problems
Evaluate the validity of policies proposed by others for resolving these problems
Succeed in subsequent business courses that require an understanding of macroeconomics theory for successful or enriched completion
Apply the theory of macroeconomics to subsequent courses in the arts, humanities, sciences, and social sciences

Topics covered in this course shall include, but not be limited to:

A. Scarcity
B. Macroeconomic organization
C. Production possibilities and alternative cost
D. Demand, supply, and market equilibrium
E. National income accounting
F. Circular flow of income and output
G. Aggregate demand, supply, and macroeconomic equilibrium
H. Macroeconomic instability
I. The role of government in a market directed economy
J. National income determination via consumption and investment
K. Fiscal theory and policy as a tool of macroeconomic stabilization
L. Monetary theory and policy as a tool of macroeconomic stabilization
M. Activist versus non-activist macroeconomic policy
N. Macroeconomic application of international trade and finance
O. Budgets, deficits, public debt, and public policy
P. Productivity and growth
Q. Alternative explanations to classical and Keynesian theory

VI. CORE / WECEM / SCANS COPENTENCIES:

Economics 2301 satisfies the following Core Curriculum Intellectual Competencies defined by the Texas Higher Education Coordinating Board.

READING: the ability to analyze and interpret a variety of printed materials-above 12th grade level.
WRITING: the ability to produce clear, correct and coherent prose adapted to purpose, occasion and audience-above 12th grade level.
LISTENING: analyze and interpret various forms of spoken communications, possess sufficient literacy skills of writing and reading-above 12th grade level.
CRITICAL THINKING: think and analyze at a critical level.
COMPUTER LITERACY: understand our technological society, use computer based technology in communications, problem solving, and acquiring information.
VII. SPECIFIC COURSE LEARNING OUTCOMES:

Economics as a field of study seeks to explore a series of ongoing issues and problems, which confront all of us in our daily lives as producers, consumers, and citizens. Economics seeks to provide some insight into the nature of these issues and problems and suggests possible solutions. When making decisions as producers, consumers, and citizens in the real world, however, we know we must face certain realities, such as limited resources; and the fact that every proposed solution has a cost. Economics seeks to deal with these realities as it pursues an ultimate goal of improving the overall quality of life that people might enjoy. In summary, as you move through this course it is hoped that a better understanding of the way the world "works" will emerge...along with some better ways to achieve an understanding world.

VIII. COURSE OUTLINE:

Lesson 1: The Fundamentals of a Market Economy

Lesson 2: The Economic Problem

Lesson 3: Market Allocation--Supply and Demand

*EXAM 1 AND LESSON QUIZZES 1-3 DUE WEEK OF 2/16*

Lesson 4: The Public and Private Material World

Lesson 5: National Income Accounting—Measuring our Material World

Lesson 6: Instability—Business Cycles

*EXAM 2, DISCUSSION BOARD 1, AND LESSON QUIZZES 4-6 DUE WEEK OF 3/23*

Lesson 7: Classical Economics and Modern Theory

Lesson 8: Understanding the Aggregates and the Multiplier

Lesson 9: Fiscal Policy and Public Debt

*EXAM 3, DISCUSSION BOARD 2, AND LESSON QUIZZES 7-10 DUE WEEK OF 4/13*

Lesson 10: Money and the Federal Reserve System

Lesson 11: Commercial Banks: the Critical Link

Lesson 12: The Federal Reserve and Monetary Policy

***FINAL EXAM AND LESSON QUIZZES 11-13 DUE WEEK OF FINALS***
IX. EVALUATION PROCEDURES:

GRADES
Exam 1 20%
Exam 2 20%
Exam 3 20%
Final Exam 20% *Final Exam may replace the lowest exam grade*
Average of 12 WebCom Lesson Quizzes 10%
Average of Two Discussion Boards 10%

The final exam is comprehensive may not be dropped or replaced. Any violation of the Code of Student Conduct will forfeit the student’s option of taking the Final Exam.

No grade information will be given out over the telephone or via e-mail.

ALL FINAL GRADES WILL BE POSTED ON THE DCCCD E-CONNECT SITE

GRADE QUESTIONS: Students have every right to request an explanation of an assigned grade on any assignment. However, given various instructor responsibilities and time constraints it is expected that students will monitor their grades and course progress and request a review in a timely manner—i.e., within 5 days of the grade posting. The posted grade will become final at the end of the 5 day period.

X. EXAMS AND ASSIGNMENTS:

All tests will be given in the classroom during the assigned class time. With instructor’s approval via email, students may take tests early, giving at least seven days notice of desire to do so. No Late Tests Will Be Given! Any test not taken will be recorded as a zero.

Exams will consist of definitions, multiple choice questions, and short essay questions. Specific dates for exams will be announced in advance. Students are expected to take the exams at the scheduled time.

WebCom Exercises are to be completed by students on their own. They are designed to enhance your understanding of economic terms and concepts. This percentage of your grade will be based on doing these exercises.
ABSOLUTELY NO ASSIGNMENTS WILL BE ACCEPTED LATE! STUDENTS ARE EXPECTED TO PREPARE IN ADVANCE AND HAVE ACCESS TO A RELIABLE INTERNET CONNECTION. THESE ASSIGNMENTS ARE MEANT TO HELP YOU DO WELL ON EXAMS, THEREFORE THEY DO NO GOOD IF YOU DO NOT COMPLETE THEM BY THE DATE OF THE EXAM.

DISCUSSION BOARDS

Each student will be required to contribute to 2 online discussion boards. Discussion Boards will be posted on Webcom. The topics for each discussion board will be announced as each unit is opened. The deadline for each discussion board is listed in the course schedule.

For Discussion Board 1, you will need to do both of the following:

1) Create a new post – here you will answer the question in the prompt

2) Reply to another student’s post – here you will address their answer to the prompt. You will either agree or disagree with their viewpoint. Please be respectful, and give a REASON or REASONS for why you agree or disagree with them. The quality of your reasoning is what I will be grading.

You will need to do the same for Discussion Board 2 as well.

Discussion Board assignments are meant for the student to be able to answer an essay question using the knowledge that he/she grasps from the various chapters. Grading will be based on an understanding of the question and a substantive, meaningful, and well thought out answer. In order to obtain full credit for a post, you need to answer the question in the prompt using critical reasoning based on the economic concepts covered in the course. Examples may be needed to be given to support your rationale. There is no predetermined length required for your response, but it needs to be long enough to include the details necessary to fully communicate your logic and reasoning.

Make sure to post your answers to the discussion board questions in the website; do not e-mail your answers to me. Discussion Board grades will be posted AFTER the deadline for each board, and usually within three business days after each deadline has passed. Please do not send me emails about discussion board grades until AFTER an announcement has been posted on eCampus stating that grades have been posted. Unlike your other assignments, discussion board grades are not posted automatically. I manually post these grades, and it is not uncommon to see a grade of zero listed prior to my posting of your actual grade.

NOTE: The Class Introductions on eCampus is NOT one of your Discussion Boards. All Discussion Boards are located on the Webcom site.

XI. GRADING SCALE:

<table>
<thead>
<tr>
<th>Course Grade</th>
<th>Percentages</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>89.5%--100%</td>
</tr>
</tbody>
</table>
B 79.5%--89.4%
C 69.5%--79.4%
D 59.5%--69.4%
F below 59.5%

XII. CLASSROOM POLICIES:

USE OF ELECTRONIC DEVICES
Cell phones, iPods, and all other electronic devices must be turned off while in class. Programmable calculators will not be allowed in this class.

Laptops are acceptable to use in class.

COURSE WEBSITE

Also, please register on the eCampus (Blackboard) site as soon as it is available. You will be using both the eCampus and the Webcom site during the term.

Blackboard--Go to: http://ecampus.dcccd.edu/
Click “Login” and enter the letter “e” followed by your seven digit Student ID number for Username and for Password / Press Enter
Click on the “Courses” tab at the top of the page.
Your own BlackBoard (Bb) page will appear with your name and courses listed.
Click on the course name to enter the course.
To avoid “security problems” please change your Password after accessing the course.

Go to “Student Tools/Personal Information” and choose Change Password … and be sure to verify/enter your own personal Email address under “Edit Personal Info”, don’t forget to click on “Submit” at the bottom of that page! The email address that you provide will be our primary means of communication regarding exams, deadlines, etc. during the semester. Also be sure to update your email address if it changes during the semester.

For “Technical Assistance” with Blackboard (eCampus) contact: http://d2.parature.com/ics/support/default.asp?deptID=8023 or 972-669-6402

COURSE FORMAT

There are seven components in each of the 12 Lessons for your Macroeconomics course. Each Lesson follows this format:

1. Video Introduction
2. Preview Questions
3. PowerPoint
4. E-Text
5. Animations / Interactives
6. Drills and Practice
7. Lesson Quiz

The following Study Sequence will maximize your chances for success in each Lesson:

1. Watch the Video Introduction and complete the short set of Preview Questions
2. Complete the Power Point presentation for each lesson.
3. Read all of the E-Text
4. Watch the Animations (print if needed) and complete the Interactive Exercises
5. Do the Drills and Practice review questions.
6. Review the topics that you did not fully understand by listening to the voice over PowerPoint or you can advance the slides manually. Contact your Instructor or visit the Economics Lab if you need help.
7. Actively participate in the class. This is part of your grade!
8. Pay attention to the due dates.
9. Complete the appropriate Lesson Quizzes after completing your work on the designated set of Lessons … and prior to the designated deadline!
10. Review

XIII. ATTENDANCE POLICIES:

In order to be successful students must attend and participate in enrolled courses. Attendance is highly recommended for this class.

XIV. ACADEMIC PROGRESS

Students are encouraged to discuss academic goals and degree completion with their instructors. Specific advising is available throughout the semester. Check www.richlandcollege.edu/admissions/process.php for more details.

ACADEMIC HONESTY

The purpose of the Student Code of Conduct is to provide guidelines for the educational environment of this college. Such an environment presupposes both rights and responsibilities. Disciplinary regulations at the college are set forth in writing in order to give students general notice of prohibited conduct. Academic dishonesty in any form in this course will result in an “F” on that assignment. Here is DCCCD’s academic honesty information: http://www.dcccd.edu/ss/academics/copyright/pages/definitions.aspx

RELIGIOUS HOLIDAYS

Any absences due to religious holidays must be made known to your instructor during the first 7 days of the semester.
XV. INSTITUTION POLICIES: Refer to the Richland College website: www.richlandcollege.edu/syllabusinfo/syllabiInformation.pdf

XVI. Richland College's Quality Enhancement Plan ~ Learning to Learn: Developing Learning Power: Richland College is piloting its Quality Enhancement Plan (QEP) in select classes. The QEP provides techniques, practices, and tools to help students develop the habits, traits or behaviors needed to be effective and successful lifelong learners in college and in life. For more information, please log onto http://www.richlandcollege.edu/qep2013/.