Course Description:

The principles of macroeconomics are presented. Topics include economic organization, national income determination, money and banking, monetary and fiscal policy, economic fluctuations, and economic growth. No prerequisites are required for Macroeconomics 2301. 3 credit hours will be given upon completion.

Core Curriculum Intellectual Competencies (CCIC):

Macroeconomics 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, acquiring information.

COURSE OBJECTIVES:

Upon completion of Macroeconomics 2301, the student should be able to:

A. Identify the major macroeconomic problems confronting the U.S. economy.
B. Identify and explain the primary causes of these problems.
C. Identify and explain the principal, economic effects of these problems.
D. Demonstrate mastery of the macroeconomics theory necessary to think intelligently about these problems.
E. Identify explain, and justify appropriate policy options for resolving these problems.
F. Evaluate the validity of policies proposed by others for resolving these problems.
G. Succeed in subsequent business courses that require an understanding of macroeconomics theory for successful or enriched completion.
H. Apply the theory of macroeconomics to subsequent courses in the arts, humanities, sciences, and social studies.

Educational Objectives:

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 the ones 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 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.

**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 better ways to achieve an understanding world.

**Grading**

The summer course grade consists of exams and discussions.

- 60% = 3 Unit Tests and Final (last test is a cumulative final)
- 30% = 3 Unit Discussions and Introductory Discussion
- 10% = Lesson Assignments

Because this is a summer course, things will go slightly different than in a normal semester. The Blackboard Calendar and Course Information is your first and best source for information about the course.

**Tests**
Tests are modeled after the AP MacroEconomics Exam. They will consist of 40 multiple choice questions worth 67% of the grade and a single free-response question worth 33% of the grade.

**Homework and Quizzes**
Problem sets will be assigned each day on Blackboard for you to practice what you have learned. Doing the homework allows you to find out what concepts you need help with. Blackboard homework sets may be repeated multiple times for practice. The workload is not heavy, but the material can be complicated and the practice is essential to success. Homework is essential to do well on tests. Self-discipline is your key to success.

**Taking Notes**
My experience, as well as recent scholarly research, is that students who use a pen and paper to take notes and draw graphs seem to grasp the material better than those who ‘type’ their notes. [http://www.psychologicalscience.org/index.php/news/releases/take-notes-by-hand-for-better-long-term-comprehension.html](http://www.psychologicalscience.org/index.php/news/releases/take-notes-by-hand-for-better-long-term-comprehension.html) As an online course, content will be delivered through your book and Blackboard. Book excerpts and PowerPoint lectures, as well as, video lectures will be available through Blackboard.

**Discussions**
Current event articles that explore topics in each unit will be used to spark discussion among the class.

**Due Dates**
Assignments, tests, and discussions due dates will be strictly enforced. No grade will be received for work submitted late.

**Returned Work**
Homework sets and tests through Blackboard give you immediate feedback.

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Tutoring and Contact Information
Tutoring will be available as needed. I like to keep an open channel of communication should you need help. Email or text are great ways to communicate. You may also call me if you need to. Parents wishing to meet may call or email to set up a time that is convenient.

Email:  jerry.waldon@bishoplynch.org
Phone:  214-475-1413 – this is my cell phone, please call appropriately.

Required Supplies and Materials

✓ Textbook – Krugman’s Macroeconomics for AP
Margaret Ray and David Anderson  ISBN: 978-1429257305
It is not necessary to have the latest edition.
✓ Notebook paper to take notes
✓ Working computer- with stylus
✓ Calculator
✓ Blue or Black Pen, Pencil, Red Pen
✓ Email that you check EVERYDAY

Classroom Expectations

"You shall love the Lord, your God, with all your heart, with all your soul, and with all your mind.   This is the greatest and the first commandment. The second is like it: You shall love your neighbor as yourself.
--Matthew 22:37-39

Responsibility for appropriate behavior rests with the AP Economics Student. All school discipline and attendance policies will be strictly enforced. Respect for people, property and ideas is expected. Practice Academies for these guidelines will be made available to students who need the extra practice at the least convenient time possible.

Useful Websites

www.collegeboard.com/studenttesting/ap/economicsmacro/samp.htm
http://dallasfed.org/htm/homepage/subserv.html
http://www.reffonomics.com/textbook/macroeconomics.html
https://www.youtube.com/channel/UC75fAZ7PA92ITpdhuCH6D2w

Concepts Covered in AP Macro-Economics—Specific time table is in Course Schedule

I. Basic Economic Concepts (8 - 12%)
   A. Scarcity, choice, and opportunity costs
   B. Production possibilities curve
   C. Comparative advantage, specialization, and exchange
   D. Demand, supply, and market equilibrium
   E. Macroeconomic issues: business cycle, unemployment, inflation, and growth

II. Measurement of Economic Performance (12 - 16%)
   A. National income accounts [4-6%]
      1. Circular flow
      2. Gross domestic product
      3. Components of gross domestic product
      4. Real versus nominal gross domestic product
   B. Inflation measurement and adjustment [4-5]
      1. Price indices
      2. Nominal and real values

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3. Costs of inflation
C. Unemployment [4-5]
   1. Definition and measurement
   2. Types of unemployment
   3. Natural rate of unemployment

III. National Income and Price Determination (15-25%)
A. Aggregate demand [5-10%]
   1. Determinants of aggregate demand
   2. Multiplier and crowding-out effects
B. Aggregate supply (7-10%)
   1. Short-run and long-run analyses
   2. Sticky versus flexible wages and prices
   3. Determinants of aggregate supply
C. Macroeconomic equilibrium [3-5%]
   1. Real output and price level
   2. Short and long run
   3. Actual versus full-employment output

IV. Financial Sector (10-20%)
A. Money, banking, and financial markets [7-15%]
   1. Definition of financial assets: money, stocks, and bonds
   2. Time value of money
   3. Measures of money supply
   4. Banks and creation of money
   5. Money demand
   6. Money market
   7. Loanable funds market
B. Central bank and control of the money supply [3-5]
   1. Tools of central bank policy
   2. Quantity theory of money
   3. Real versus nominal interest rates

V. Inflation, Unemployment, and Stabilization Policies (20-30%)
A. Fiscal and monetary policies (15-20)
   1. Demand-side effects
   2. Supply-side effects
   3. Policy mix
   4. Government deficits and debt
B. Inflation and unemployment [5-10]
   1. Types of inflation
      a) Demand-pull inflation
      b) Cost-push inflation
   2. The Phillips curve: short run versus long run
   3. Role of expectations

VI. Economic Growth and Productivity (4 - 6%)
A. Investment in human capital
B. Investment in physical capital
C. Research & development, and technological progress
D. Growth policy
The pace of this course is swift, and the course is sometimes intense. There are many strong correlations between specific behaviors and success in APES.

**Students who perform well are students who**

1. Keep up with all reading assignments,
2. Maintain good attendance,
3. Participate in class,
4. Complete all assignments on time,
5. Keep notebook organized,
6. Correct tests—but not for grade,
7. Ask questions,
8. Study!

**Students who perform poorly are students who**

1. Sleep in class,
2. Have poor attendance,
3. Talk while the teacher is talking,
4. Don’t read,
5. Mooch off their friends,
6. Don’t participate,
7. Crawl under desk and cry!
8. Work toward next level Call of Duty

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**Course Schedule (subject to change—see Blackboard and Friar.net for accurate dates)**

**FINANCIAL AID STUDENTS:**
This does not apply to Bishop Lynch students.

**PLAGIARISM:**
Plagiarism is the deliberate copying of someone else’s work. If there is evidence of plagiarism, that work will receive a grade of 0. The student will also be referred to the Academic Dean.

**ACADEMIC HONESTY:**
The purpose of the Student Code of Conduct is to provide guidelines for the educational environment of The Dallas County Community College District. 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. Students should be aware of disciplinary actions for all forms of academic dishonesty, including cheating, fabrication, facilitating academic dishonesty, plagiarism, and collusion. Cheating will be grounds for dismissal from Bishop Lynch permanently and will result in a grade of “F”. Class discussion is encouraged but private discussion is prohibited.

**WITHDRAWAL DATE:**
Refer to the catalog for the semester withdrawal date. Bishop Lynch students who withdraw from AP Macroeconomics should report to their counselor so that she/he can clear it through Eastfield College so as not to receive an “F” grade.

5/2019
Drop-6 Statement

Important information you need to know about dropping courses. Under section 51.907 of the Texas Education Code, “An institution of higher education may not permit a student to drop more than six courses, including any course a transfer student has dropped at another institution of higher education.” This statute was enacted by the State of Texas in spring 2007 and applies to students who enroll in a public institution of higher education as first-time freshmen in fall 2007 or later. Any course that a student drops is counted toward the six-course limit, if “(1) the student was able to drop the course without receiving a grade or incurring an academic penalty; (2) the student’s transcript indicates or will indicate that the student was enrolled in the course; and (3) the student is not dropping the course in order to withdraw from the institution.”

STOP BEFORE YOU DROP

For students who enrolled in college-level courses for the first time in the fall of 2007, Texas Education Code 51.907 limits the number of courses a student may drop.

You may drop no more than 6 courses during your entire undergraduate career unless the drop qualifies as an exception. The Eastfield College Advising center will give you more information on the allowable exceptions. Remember that once you have accumulated 6 non-exempt drops, you cannot drop any other courses with a “W”. Therefore, please exercise caution when dropping courses in any Texas public institution of higher learning, including all seven of the Dallas County Community Colleges. For more information, you may access: https://www1.dcccd.edu/coursedrops.

DCCCD OIE Faculty Syllabi Statement

The Office of Institutional Equity, in coordination with DCCCD colleges, has the primary responsibility for reviewing, updating and implementing compliance policies and procedures. The Institutional Equity and Compliance Officer and the Office of Institutional Equity will ensure compliance with College District policies, federal and state laws related to sexual assault, Title IX, Title II (Americans with Disabilities Act) and the Military Veterans Full Employment Act to support diversity and inclusion.

Students with Disabilities:

If you are a student with a disability and/or special needs, or if you think you may have a disability, please contact the college Disability Services Office (DSO). Please note that all communication with DSO is confidential. If you are eligible for accommodations, please provide or request that the DSO send your accommodation letter to me as soon as possible (students are encouraged to contact DSO at the beginning of the semester). For more information regarding the College Disability Services Office, please visit the Student Services website: dcccd.edu/DSO Offices or contact DCCCD Office of Institutional Equity at (214) 378-1633.

College Disability Services Offices

<table>
<thead>
<tr>
<th>College</th>
<th>Phone Number</th>
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<tbody>
<tr>
<td>Brookhaven</td>
<td>972-860-4673</td>
</tr>
<tr>
<td>Cedar Valley</td>
<td>972-860-8119</td>
</tr>
<tr>
<td>Eastfield</td>
<td>972-860-8348</td>
</tr>
<tr>
<td>El Centro</td>
<td>214-860-2411</td>
</tr>
<tr>
<td>Mountain View</td>
<td>214-860-8677</td>
</tr>
<tr>
<td>North Lake</td>
<td>972-273-3165</td>
</tr>
<tr>
<td>Richland</td>
<td>972-238-6180</td>
</tr>
</tbody>
</table>

A Note on Harassment, Discrimination and Sexual Misconduct

We are committed to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX and DCCCD policy prohibit harassment, discrimination and sexual misconduct. If you encounter harassment, sexual misconduct (sexual harassment, sexual assault, stalking, relationship violence, stalking), retaliation or 5/2019
discrimination based on race, color, religion, age, national origin, disability, sex, sexual orientation, gender identity, and/or gender expression, please contact your College Title IX Coordinator or the Office of Institutional Equity. We treat this information with the greatest degree of confidentiality possible while also ensuring student welfare and college safety.

We are concerned about the well-being and development of our students, and are available to discuss any concerns. There are both confidential and non-confidential resources and reporting options available to you. If students wish to keep the information confidential, please contact the college Counseling or Student Health Services. As required by DCCCD policy, incidents of discrimination and/or sexual misconduct shared with faculty will be reported to the College Title IX Coordinator or District Title IX Coordinator. The Title IX Coordinator will contact the student and determine if further investigation is needed. For more information about policies, resources or reporting options, please contact your college Title IX Coordinator or visit www.dcccd.edu/titleIX.

### College Title IX Coordinators

<table>
<thead>
<tr>
<th>College</th>
<th>Name</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brookhaven</td>
<td>Terri Edrich</td>
<td><a href="mailto:TitleIX-BHC@dcccd.edu">TitleIX-BHC@dcccd.edu</a></td>
<td>972-860-4825</td>
</tr>
<tr>
<td>Cedar Valley</td>
<td>Grenna Rollings</td>
<td><a href="mailto:TitleIX-CVC@dcccd.edu">TitleIX-CVC@dcccd.edu</a></td>
<td>972-860-8181</td>
</tr>
<tr>
<td>Eastfield</td>
<td>Rachel Wolf</td>
<td><a href="mailto:TitleIX-EFC@dcccd.edu">TitleIX-EFC@dcccd.edu</a></td>
<td>972-860-7358</td>
</tr>
<tr>
<td>El Centro</td>
<td>Shanee’ Moore</td>
<td><a href="mailto:TitleIX-ECC@dcccd.edu">TitleIX-ECC@dcccd.edu</a></td>
<td>214-860-2138</td>
</tr>
<tr>
<td>Mountain View</td>
<td>Regina Garner</td>
<td><a href="mailto:TitleIX-MVC@dcccd.edu">TitleIX-MVC@dcccd.edu</a></td>
<td>214-860-8561</td>
</tr>
<tr>
<td>North Lake</td>
<td>Rosemary Meredith(acting)</td>
<td><a href="mailto:TitleIX-NLC@dcccd.edu">TitleIX-NLC@dcccd.edu</a></td>
<td>972-860-3992</td>
</tr>
<tr>
<td>Richland</td>
<td>Bill Dial</td>
<td><a href="mailto:TitleIX-RLC@dcccd.edu">TitleIX-RLC@dcccd.edu</a></td>
<td>972-238-6386</td>
</tr>
<tr>
<td>Dallas Colleges Online</td>
<td>Le’Kendra Higgs</td>
<td><a href="mailto:TitleIX-LEC@dcccd.edu">TitleIX-LEC@dcccd.edu</a></td>
<td>972-669-6672</td>
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### District Title IX Coordinator

<table>
<thead>
<tr>
<th>Office of Institutional Equity</th>
<th>LaShawn Grant</th>
<th>Email</th>
<th>Phone</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td><a href="mailto:TitleIX-District@dcccd.edu">TitleIX-District@dcccd.edu</a></td>
<td>214-378-1633</td>
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</tbody>
</table>