Instructor: Frannie Miller  
Email: Frannie.Miller@tamuc.edu  
Phone: 903-440-5644 (Cell) – do not leave voice-mail, use email or text instead.  
Fax: (903) 886-5601  
Office: BA 207  
Office Hours: MWF – 10:00 – 12:00, Tue&Thur 9:00 - 11:00 or by appointment. Please call first before driving in, office hours are subject to change.


Course evaluation: All grading will be >90% = A; 80-89% = B; 70-79% = C and so on with <60% = F  
Please also note that if this is required for your major, you will not graduate with a D -- so plan accordingly when deciding the effort to dedicate to the class.

Tests: Midterm and Final exam (100 points each) = 200 points for course  
MyEconLab Quizzes and Homework (10 points/week) = 150 points for course  
Writing assignment = 100 points for course  
Other points/opportunities will be announced/available in class. Failure to attend will forfeit these opportunities.

It is critically important that you follow the instructions for submission of work. I will not search for your work, if it is not submitted correctly it will not be graded.

Late work will be accepted only with approved absences. Any scheduled absence requires that you make testing arrangements prior to the exam. Without approval, late work will have a 20% reduction in the grade.

Global Course Designation: The Principles of Macroeconomics – Econ 2301 – course is designated as a Global Course within the Quality Enhancement Plan. The Stated Learning Objective (SLO) of this course is that students will be able to demonstrate knowledge of the interconnectedness of global dynamics (issues, processes, trends and systems.) This aspect of the course is assessed using the assignment on the final pages of this syllabus.

MyEconLab (MEL) Weekly Pre-quiz, Homework, and Quiz: Each week will begin with a pre-quiz. The pre-quiz is a prerequisite for the homework, so failure to take the pre-quiz will also result in a zero on the homework assignment. A quiz is available, beginning on Thursday* of the week and due by Saturday* at noon. The average of these three assignments will be the weekly MEL grade out of ten points. For example, an average on the pre-quiz, homework, and the quiz of 92% would result in 9.2 points for the week. These points will quickly add up, do not neglect this portion of the class. (*The day of the week may change on occasion)

You are expected to read the chapter PRIOR to taking the pre-quiz – if you receive a 90% or higher on the pre-quiz, you are excused from the homework and post-quiz.
Tentative schedule and due dates. Dates are subject to change if necessary. (⇒ denotes an assignment that has a prerequisite and can’t be done until/unless the preceding assignment is done.)

**Week 1:**

Chapter 1 – Foundations and Models  
- Due 1/21 - Pre-quiz  
  ⇒ Due 1/21 - Homework, available on completion of pre-quiz,  
- Due 1/22 - Post-quiz  
  *Note that this overlaps with the next chapter’s assignments.

Chapter 2 – Focus on PPC, opportunity cost, and the principle of voluntary trade  
- Due 1/22 - Pre-quiz  
  ⇒ Due 1/23 - Homework, available on completion of pre-quiz  
- Due 1/24 at noon - Post-quiz

**Week 2:**

Chapter 3 – Supply and Demand - This chapter is a stepping-stone for the rest of the course.  
- Due 1/26 - Pre-quiz (pre-quiz will become available on the Thursday prior to the week it is studied)  
  ⇒ Due 1/29 - Homework, available on completion of pre-quiz,  
- Due 1/31 at noon - Post-quiz

**Week 3:**

Chapter 4 – Economic Efficiency  
- Due 2/2 - Pre-quiz  
  ⇒ Due 2/5 - Homework, available on completion of pre-quiz,  
- Due 2/7 at noon - Post-quiz

**Week 4:**

Chapter 7 – Comparative Advantage and the Gains from International Trade  
- Due 2/9 - Pre-quiz  
  ⇒ Due 2/12 - Homework, available on completion of pre-quiz,  
- Due 2/14 at noon - Post-quiz

**Week 5:**

Chapter 8 – GDP  
- Due 2/16 - Pre-quiz  
  ⇒ Due 2/19 - Homework, available on completion of pre-quiz,  
- Due 2/21 at noon - Post-quiz  
  Writing Assignment – Assigned/explained

**Week 6:**

Chapter 9 – Unemployment and inflation  
- Due 2/23 - Pre-quiz  
  ⇒ Due 2/26 - Homework, available on completion of pre-quiz,  
- Due 2/28 at noon - Post-quiz

**Week 7:** Midterm Exam – Chapters 1, 2, 3, 4, 7, 8, & 9  
- Extra Credit opportunity – Based on Chapter 6 – Firms, the Stock Market, and Corporate governance

**Week 8:**

Chapter 10 – Economic Growth, Financial System and Business Cycles  
- Due 3/9 - Pre-quiz  
  ⇒ Due 3/12 - Homework, available on completion of pre-quiz,  
- Due 3/14 at noon - Post-quiz

**Week 9:**

Chapter 11 – Longrun economic growth
• Due 3/23 - Pre-quiz
  ⇒ Due 3/26 - Homework, available on completion of pre-quiz,
• Due 3/28 at noon - Post-quiz

**Week 10:**
Chapter 12 - Aggregate expenditure
Chapter 13 – ADAS Model
• Due 3/30 - Pre-quiz
  ⇒ Due 4/2 - Homework, available on completion of pre-quiz,
• Due 4/4 at noon - Post-quiz

**Week 11:**
Chapter 14 – Money, Banks and Federal Reserve
Chapter 15 - Monetary Policy
• Due 4/6 - Pre-quiz
  ⇒ Due 4/9 - Homework, available on completion of pre-quiz,
• Due 4/11 at noon - Post-quiz

**Week 12:**
Chapter 16 – Fiscal Policy
• Due 4/13 - Pre-quiz
  ⇒ Due 4/16 - Homework, available on completion of pre-quiz,
• Due 4/18 at noon - Post-quiz

**Week 13:**
Chapter 17 - Inflation, Unemployment and Fed Policy
• Due 4/20 - Pre-quiz
  ⇒ Due 4/23 - Homework, available on completion of pre-quiz,
• Due 4/25 at noon - Post-quiz
• Due 4/23 - Writing Assignment

**Week 14:**
Chapter 18 – Macroeconomics in an Open Economy
• Due 4/27 - Pre-quiz
  ⇒ Due 4/30 - Homework, available on completion of pre-quiz,
• Due 5/2 at noon - Post-quiz

**Week 15:**
Chapter 19 – The International Financial System
• Due 5/4 - Pre-quiz
  ⇒ Due 5/7 - Homework, available on completion of pre-quiz,
• Due 5/9 at noon - Post-quiz

**Finals Week**
**Final Exam – chapters 10 - 19**
The posted schedule is tentative and may be changed based on progress and comprehension. Changes are unanticipated but will be made if necessary.
Assessment of University Core Learning Objectives and Course Objectives – Due April 23rd

Social Responsibility-- to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

- 1.) Students will demonstrate awareness of societal and/or civic issues.

Assignment – (incorporated as part of material on fiscal policy)

1) Pick an article that has appeared in an online news source within the past month. Your selection of an appropriate article will constitute a portion of your grade.

   • The article should discuss a fiscal policy that has a societal and/or civic impact. The article should have global implications.
      o The policy can be passed or proposed, federal or state, domestic or foreign.
   • The article should be from a credible source, and should be cited in a recognized format (APA, MLA, Turabian, etc). Make sure to include the url as part of the citation.
   • You will be discussing the article you selected. However, you are not limited to the article as a source of information. You can and should use Google (or another search engine) to find background information about the topic. In some cases it may be useful to read articles from sources that write from a different perspective.
   • Your discussion of the article should demonstrate critical thinking.

2) Write a response to the article that will be submitted to the dropbox of the course. You will write your response in Word (or other word processing software), do NOT write your response in the comment section of the assignment dropbox. Your response will discuss the societal and/or civic issues that either arise because of, or are addressed by, the economic issue you selected and the global implications.

   1) The first part should explain the issue discussed in the article. The reader should have enough background information to follow the arguments you make in subsequent paragraphs, but this should be a synopsis of only the most important information, not a re-write of the article. Pay attention to providing basic details that answer who, what, when, where and why, especially as it relates to the fiscal policy discussed. Make sure to use economic vocabulary as you describe the fiscal policy.

   2) The second part will discuss the societal and/or civic issues impacted by the fiscal policy. What are the immediate implications on society? What are the short term and long term implications? Who will gain from the policy? Who will lose surplus from the policy? Are there efficiency or equity issues involved? How do cultural issues affect the implementation of the policy? If we use the macroeconomic assumption of benevolent dictator, what would you propose/alter as a benevolent dictator?

   3) The third part should discuss the global implications of the event/proposal. It is not required that you find an event that will have world-wide or large magnitude implications, but you should pick an event that will have implications for at least 2 or 3 countries. Discuss the international connections. Will the event/policy in the article affect trade and how? How will country-to-country relationships be affected? How will this affect citizens within affected countries?
<table>
<thead>
<tr>
<th>Assessment Category</th>
<th>1 – Failing/Poor (F/D)</th>
<th>2 – Emergent (C)</th>
<th>3 – Successful (B)</th>
<th>4 – Mastery Level (A)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Article Selection</td>
<td>The article does not fit the requirements.</td>
<td>The article has limited societal/civic impact, or has limited global impact.</td>
<td>The article meets the requirements, but is overly simplistic in approach.</td>
<td>The article is from a credible source and covers</td>
</tr>
<tr>
<td>Citation*</td>
<td>Failed to cite the article</td>
<td>Only pasted the url</td>
<td>Cited the article, but not using accepted format</td>
<td>Correct citation</td>
</tr>
<tr>
<td>Fiscal Policy Discussion*</td>
<td>Does not discuss fiscal policy, or discussion shows a lack of understanding</td>
<td>Discussion correctly identifies the fiscal policy, and gives some details but does not demonstrate understanding of economic consequences/aims of policy.</td>
<td>Correctly identifies fiscal policy aims, discusses consequences and aims of the policy.</td>
<td>Demonstrates a solid grasp of economic implications of policy. Makes correct use of economic terms. Recognizes the tradeoffs inherent in policy choice.</td>
</tr>
<tr>
<td>Social responsibility</td>
<td>Student fails to identify societal issues.</td>
<td>Student can identify societal issues, but doesn't identify the distinction between long and short term societal needs, or how different segments of society can have different objectives.</td>
<td>Student identifies societal impacts and does 2 of the following: -recognizes time inconsistency -identifies winners/losers -discusses improvements for benefit of society -discusses the cultural implications/interactions with the policy</td>
<td>Student identifies societal impacts and does more than 2 of the following: -recognizes time inconsistency -identifies winners/losers -discusses improvements for benefit of society -discusses the cultural implications/interactions with the policy</td>
</tr>
<tr>
<td>Global implications</td>
<td>Student does not discuss/understand global implications</td>
<td>Student attempts to discuss global implications, but some confusion is apparent.</td>
<td>Student can identify the global issues of the policy, basic premise of arguments demonstrates understanding.</td>
<td>Student identifies global implications, can identify costs and benefits to international relationship from policy. Can identify effects of a policy on foreign citizens.</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>Student relies on simple summaries, or takes superficial positions.</td>
<td>Ideas are one-dimensional and a lack of investigation is evident.</td>
<td>Student presents their own position, but is inconsistent or unclear in their justification of position. Student is able to discern bias.</td>
<td>Student draws from personal experience and/or supplemental research, not limited to the summarized article. Student identifies assumptions made in the article, identifies context, and the perspective of the author. Student is able to support their own assertions.</td>
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</table>

*indicates categories for class grade but not university study needs
Students with Disabilities:
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library
Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu