
TEXAS A&M UNIVERSITY – COMMERCE

College of Business

Department of Economics and Finance

Macroeconomics 2301 - Fall 2015

Section 01E #80705
TR 11:00 – 12:15

Section 02E #80706
MWF 9:00 – 9:50
All classes meet in BA 245

Section 03E # 81905
MWF 10:00 – 10:50

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

Text and online homework package: Macroeconomics, Student Value Edition Plus NEW MyEconLab with Pearson eText (1-semester access) -- Access Card Package, 5/E By Hubbard & O'Brien © 2015 | ISBN-10: 0133827194

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 submitted incorrectly, it will not be graded. Late work is accepted only with approved absences. Any scheduled absence requires that you make testing arrangements prior to the exam. Without approval, if late work is accepted it will receive a 20% reduction in the grade.

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.** The pre-quiz will generally be due on Monday*. Upon completing the pre-quiz, you can begin the homework, which will be due on Thursday. 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)

General Schedule of MEL***

Prequiz: Thursday – Monday

Homework: When you finish pre-quiz – Thursday

Postquiz: Thursday - Saturday

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.

	PreQuiz	Homework	Quiz	Average of percentage correct on 3 weekly grades		
Week 1					X10 =	
Week 2					X10 =	
Week 3					X10 =	
Week 4					X10 =	
Week 5					X10 =	
Week 6					X10 =	
Week 7					X10 =	
Week 8					X10 =	
Week 9					X10 =	
Week 10					X10 =	
Week 11					X10 =	
Week 12					X10 =	
Week 13					X10 =	
Week 14					X10 =	
Week 15					X10 =	
					Total Homework Score	

Midterm exam grade		(of 100)
Final exam grade		(of 100)
Paper grade		(of 100)
Homework score		(of 150)
Extra credit**		
Total		/450 = percentage grade in class

Obviously, grades are important. But, even more important is what you learn and how employable you are upon graduation. Extra-curricular activities, professional networking, and supplemental skills and certifications combined with successful coursework further this goal. Events and opportunities are frequently announced in class and you are encouraged to participate. Attire for these events should be business casual or business professional.

Events to note:

- September 16th – Back to Business Day, Industry leaders invited to speak to students
- September 28th, 2:00 pm – Networking Workshop,
- October 7th, 5:00 -7:30, RSC Room C, Panel of Business Executive Speakers
- November 21st 10:00 – 5:00 Lions Innovation Showcase – Commerce Town Square

Also make sure to look at www.tamuc.edu/cobcareers

Tentative schedule and due dates. Dates are subject to change if necessary. (\Rightarrow 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 9/1- Pre-quiz
 \Rightarrow Due 9/2 - Homework, available on completion of pre-quiz,

- Due 9/3- 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 9/4 -Pre-quiz
 \Rightarrow Due 9/5 - Homework, available on completion of pre-quiz

- Due 9/6 - Post-quiz

Week 2:

Chapter 3 – Supply and Demand - This chapter is a stepping-stone for the rest of the course.

- Due 9/8 - Pre-quiz (pre-quiz will become available on the Thursday prior to the week it is studied)
 \Rightarrow Due 9/11 - Homework, available on completion of pre-quiz,
- Due 9/12 - Post-quiz

Week 3:

Chapter 4 – Economic Efficiency

- Due 9/14 - Pre-quiz
 \Rightarrow Due 9/17- Homework, available on completion of pre-quiz,
- Due 9/19 - Post-quiz

Week 4:

Chapter 6 – Firms, The Stock Market, and Corporate Governance

- Due 9/21 - Pre-quiz
 \Rightarrow Due 9/24 - Homework, available on completion of pre-quiz,
- Due 9/26 - Post-quiz

Week 5:

Chapter 8 – GDP

- Due 9/28 - Pre-quiz
 \Rightarrow Due 10/1 - Homework, available on completion of pre-quiz,
- Due 10/3 - Post-quiz
- Writing Assignment – Assigned/explained

Week 6:

Chapter 9 – Unemployment and inflation

- Paper Questions –due Wednesday October 7th – submit in ecollege under Unit 2
- Due 10/5 - Pre-quiz
 \Rightarrow Due 10/8 - Homework, available on completion of pre-quiz,
- Due 10/10 - Post-quiz

Week 7: Midterm Exam – Chapters 1, 2, 3, 4, 6, 8, & 9

Week 8:

Chapter 10 – Economic Growth, Financial System and Business Cycles

- Due 10/19 - Pre-quiz
 \Rightarrow Due 10/22 - Homework, available on completion of pre-quiz,
- Due 10/24 - Post-quiz

Week 9:

Chapter 11 – Longrun economic growth

- Due 10/26 - Pre-quiz
⇒ Due 10/29 - Homework, available on completion of pre-quiz,
- Due 10/31 - Post-quiz

Week 10:

Chapter 12-Aggregate expenditure

Chapter 13 – ADAS Model

- Due 11/2 - Pre-quiz
⇒ Due 11/5 - Homework, available on completion of pre-quiz,
- Due 11/7 - Post-quiz

Week 11:

Chapter 14– Money, Banks and Federal Reserve

Chapter 15 - Monetary Policy (skim through and preview Chapter 17 also)

- Paper questions due – submit in Ecollege under Unit 4 by November 11th
- Due 11/9 - Pre-quiz
⇒ Due 11/12 - Homework, available on completion of pre-quiz,
- Due 11/14 - Post-quiz

Week 12:

Chapter 16 –Fiscal Policy

- Due 11/16 - Pre-quiz
⇒ Due 11/19 - Homework, available on completion of pre-quiz,
- Due 11/21 at noon - Post-quiz

Week 13: - (Happy Thanksgiving)

Chapter 17 - Inflation, Unemployment and Fed Policy

- Due 11/24 or 11/25 - Writing Assignment
- Due 11/23 - Pre-quiz
⇒ Due 11/28 - Homework, available on completion of pre-quiz,
- Due 11/28 - Post-quiz

Week 14:

Chapter 18 – Macroeconomics in an Open Economy

- Due 11/30 - Pre-quiz
⇒ Due 12/3 - Homework, available on completion of pre-quiz,
- Due 12/5 at noon - Post-quiz

Week 15:

Chapter 19 – The International Financial System

- Due 12/7 - Pre-quiz
⇒ Due 12/10 - Homework, available on completion of pre-quiz,
- Due 12/12 at noon - Post-quiz

Finals Week**Final Exam – chapters 10 – 19****Final exam schedule:**

	Section 01E #80705	Section 02E #80706	Section 03E # 81905
	TR 11:00 – 12:15	MWF 9:00 – 9:50	MWF 10:00 – 10:50
Final	Tue, Dec 15 at 10:30	Wed, Dec 16 at 8:00	Mon, Dec 14 at 10:30

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 & 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.) As part of the university core curriculum, the course covers social responsibility-- to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities. The Stated Learning Objective is SLO 1: Students will demonstrate awareness of societal and/or civic issues. This aspect of the course is assessed using the following assignment.

Paper Assignment – Due November 24th and 25th - prerequisite questions due in week 6 and week 11

1) Pick an article that has appeared in a fairly recent online news source (it should be an issue that is currently relevant). 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.
 - 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) In previous years it has become apparent that students rarely do much, if any, pre-writing. In an effort to help students develop written communication skills, several questions are required as pre-requisites to submitting the final paper. These are **REQUIRED**.

3) 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. Make sure to use economic vocabulary as you describe the fiscal policy and the economic goals and effects.

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?

Steps for Paper

You will need to skim over Chapter 16 on Fiscal Policy. Additionally, you can Google/Bing/Yahoo/? search fiscal policy. Skim through fiscal policy news to see what is occurring related to fiscal policy. Skim through several articles, it will help you find something that is interesting, but it will also help you understand the different ways that fiscal policy can be used.

I advise writing these in Word (or similar word processor) and then copying them over into the ecollege threaded discussion (this is the link titled "Paper Questions"). I have lost work when ecollege timed out on me.

- 1) **Week 6** - Select an article that you will review for the paper assignment in this course.
 - a. Respond to the discussion tab in week 1 with the following information:
 - i. Article title, author, media source, stable website url
 - ii. What is the fiscal policy discussed? This should be a short, concise explanation of the article.
 - iii. Why is this policy being implemented?
 - iv. Who will gain from this policy and who will be negatively impacted?
 - v. How are other countries affected by the fiscal policy discussed in the article.
 - b. This is due by **October 7th**. It is a pre-requisite to the paper. Your paper will not be graded until you have gotten a comment of OK on the discussion submission in week 1. Without this, you will have a zero on the paper and will fail the class.
- 2) **Week 11** – Critical thinking about the article
 - a. Use a search engine to search the topic you are writing about. Read several different articles, preferably from different policy perspectives, about the topic of the article you are reviewing. Respond to the discussion tab in Week 3 answering the following questions:
 - i. What made this topic interesting to you? Is there any aspect of the article or topic that has or will impact you personally?
 - ii. Does the author appear to have a bias? When you began your research, did **you** have a bias related to the topic of the article?
 - iii. Explain which parts of society will benefit from the policy and which parts of society will be negatively impacted.
 - iv. Explain the international effects of the fiscal policy.
 - b. Like the previous submission, this is also a pre-requisite to the paper. This is due by **November 11**. You can proceed without a comment from me, but you do need to submit this prior to completing the writing of your paper. Without this, you will have a zero on the paper and will fail the class.
- 3) **Week 13** – Paper submission – **Wednesday, November 24 & 25th (bring hard copy to class but also submit in ecollege drop box)**

The paper will be graded using the rubric on the following page. Submission of early drafts for comment and feedback is welcomed.

Assessment Category	1 – Failing/Poor (F/D)	2 – Emergent (C)	3 –Successful (B)	4 – Mastery Level (A)
Article Selection* (10)	The article does not fit the requirements.	The article has limited societal/civic impact, or has limited global impact.	The article meets the requirements, but is overly simplistic in approach.	The article is from a credible source and covers fiscal policy
Citation* (10)	Failed to cite the article	Only pasted the url	Cited the article, but not using accepted format	Correct citation
Fiscal Policy Discussion* (20)	Does not discuss fiscal policy, or discussion shows a lack of understanding	Discussion correctly identifies the fiscal policy, and gives some details but does not demonstrate understanding of economic consequences/aims of policy.	Correctly identifies fiscal policy aims, discusses consequences and aims of the policy.	Demonstrates a solid grasp of economic implications of policy. Makes correct use of economic terms. Recognizes the tradeoffs inherent in policy choice.
Social responsibility (20)	Student fails to identify societal issues.	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.	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	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
Global implications (20)	Student does not discuss/understand global implications	Student attempts to discuss global implications, but some confusion is apparent.	Student can identify the global issues of the policy, basic premise of arguments demonstrates understanding.	Student identifies global implications, can identify costs and benefits to international relationship from policy. Can identify effects of a policy on foreign citizens.
Critical Thinking (20)	Student relies on simple summaries, or takes superficial positions.	Ideas are one-dimensional and a lack of investigation is evident.	Student presents their own position, but is inconsistent or unclear in their justification of position. Student is able to discern bias.	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.

*indicates categories for class grade but not university study needs

Academic Integrity Policy:

You are expected to do your own work and behave with ethics and integrity. Please ask the instructor if you have questions about what is acceptable conduct for the course. Additionally, the Economics and Finance Department policy on academic integrity should be consulted on the departmental website at

http://www.tamuc.edu/academics/colleges/business/departments/economicsFinance/academic_integrity_policy.aspx

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