



## **ECO 2301. 01W. Prin Macro Economics**

### **COURSE SYLLABUS: Fall 2015**

**Instructor:** Viveca Pavon

**Office Hours:** 30 Minutes before class or by appointment. Please set an appointment first, office hours are subject to change.

**Office Fax:** (903) 886-5601

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**Preferred Form of Communication: E-mail**

**Communication Response Time: 24 Hrs.**

## **COURSE INFORMATION**

### **Materials – Textbooks, Readings, Supplementary Readings**

**Textbook(s) Required:** 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

**University Catalogue Description** Introduces the student to the workings and interrelationships of the U.S. and world economics. Principles of economic analysis including measurement of aggregate economic activity, national income determination, money and banking, monetary and fiscal policy, and business fluctuation. Emphasis is given to analyzing real world problems such as poverty, inflation, unemployment, and economic instability.

**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

*Syllabus/schedule subject to change*

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.

### **Student Learning Outcomes – Writing Assignment**

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

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

## **GRADING**

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

### **Assessments**

<b>Category</b>	<b>Points per Assessment</b>	<b>TOTAL Possible</b>
<b>Exams (3)</b>	100 each	300
<b>MyEconLab Homework</b>	10 points/week (Drop lowest)	100
<b>Writing Assignment</b>	100	100
<b>TOTAL POSSIBLE</b>		<b>500</b>

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Homework**

All homework and Exams are completed through MyEconLab. Register at MyEconLab.com with your purchased access code (further instructions will be given during the first lecture).

## **Course Specific Procedures**

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.

## **COURSE OUTLINE / CALENDAR**

### **Week 1:**

Chapter 1 – Foundations and Models

Chapter 2 – Focus on PPC, opportunity cost, and the principle of voluntary trade

- MEL – HW due Sept 6<sup>th</sup>

### **Week 2:**

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

- MEL – HW due Sept 13<sup>th</sup>

### **Week 3:**

Chapter 4 – Economic Efficiency

- MEL – HW due Sept 20<sup>th</sup>

### **Week 4:**

#### **Exam I – Chapters 1, 2, 3, 4**

- **MEL Exam – Sept 24<sup>th</sup> to Sept 27<sup>th</sup>**

Chapter 7 – Comparative Advantage and the Gains from International Trade

### **Week 5:**

Chapter 8 – GDP

- MEL – HW due Oct 4<sup>th</sup>

### **Week 6:**

Chapter 9 – Unemployment and inflation

- MEL – HW due Oct 11<sup>th</sup>

### **Week 7:**

Chapter 10 – Economic Growth, Financial System and Business Cycles

- MEL – HW due Oct 18<sup>th</sup>

### **Week 8:**

Chapter 11 – Long-run economic growth

Chapter 12-Aggregate expenditure

- MEL – HW due Oct 25<sup>th</sup>

**Week 9:****Exam II- Chapters 7, 8, 9, 10, 11, 12**

- MEL Exam – Oct 29<sup>th</sup> to Nov 1<sup>st</sup>

Chapter 14- Money, Banks and Federal Reserve

**Week 10:**

Chapter 13 – ADAS Model

- MEL – HW due Nov 8<sup>th</sup>

**Week 11:**

Chapter 16 –Fiscal Policy

- MEL – HW due Nov 15<sup>th</sup>

**Week 12:**

Chapter 15 - Monetary Policy

- MEL – HW due Nov 22<sup>nd</sup>

**Week 13: Thanksgiving – No lecture****Week 14:**

- Due- Writing Assignment Nov. 30<sup>th</sup> Midnight

Chapter 17 - Inflation, Unemployment and Fed Policy

- MEL – HW due Dec 6<sup>th</sup>

**Week 15:**

Chapter 18 – Macroeconomics in an Open Economy

**Finals Week****Exam III- chapters 13 - 18**

- **MEL Exam – Dec 10<sup>th</sup> to Dec 15<sup>th</sup>**

**Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

## **WRITING ASSIGNMENT**

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.
- 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.

A) 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.

B) 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?

C) 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?

<b>Assessment Category</b>	<b>1 – Failing/Poor (F/D)</b>	<b>2 – Emergent (C)</b>	<b>3 –Successful (B)</b>	<b>4 – Mastery Level (A)</b>
Article Selection	The article does not fit the requirements.	The article has limited societal/civic impact, or has	The article meets the requirements, but is overly	The article is from a credible source and covers

		limited global impact.	simplistic in approach.	
Citation*	Failed to cite the article	Only pasted the url	Cited the article, but not using accepted format	Correct citation
Fiscal Policy Discussion*	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	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/int eractions 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/int eractions with the policy
Global implications	Student does not discuss/unders tand global implications	Student attempts to discuss global implications, but some	Student can identify the global issues of the policy, basic premise	Student identifies global implications, can identify

		confusion is apparent.	of arguments demonstrates understanding.	costs and benefits to international relationship from policy. Can identify effects of a policy on foreign citizens.
Critical Thinking	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 category for class but not university study needs

## TECHNOLOGY REQUIREMENTS

- To fully participate in online courses you will need to use a current Flash enabled browser. For PC users, the suggested browser is Google Chrome or Mozilla Firefox. For Mac users, the most current update of Firefox is suggested.
- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
  - 512 MB of RAM, 1 GB or more preferred

- Broadband connection required courses are heavily video intensive
  - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
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- You must have a:
    - Sound card, which is usually integrated into your desktop or laptop computer
    - Speakers or headphones.
    - \*For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
  - Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site  
http://www.java.com/en/download/manual.jsp](http://www.java.com/en/download/manual.jsp)
  - Current anti-virus software must be installed and kept up to date.
  - Run a browser check through the Pearson LearningStudio Technical Requirements website. [Browser Check  
http://help.ecollege.com/LS\\_Tech\\_Req\\_WebHelp/en-us/#LS\\_Technical\\_Requirements.htm#Browsert](http://help.ecollege.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browsert)

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - [Adobe Reader https://get.adobe.com/reader/](https://get.adobe.com/reader/)
  - [Adobe Flash Player \(version 17 or later\)  
https://get.adobe.com/flashplayer/](https://get.adobe.com/flashplayer/)
  - [Adobe Shockwave Player https://get.adobe.com/shockwave/](https://get.adobe.com/shockwave/)
  - [Apple Quick Time http://www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word

processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

- For additional information about system requirements, please see:  
[System Requirements for LearningStudio](#)  
<https://secure.ecollege.com/tamuc/index.learn?action=technical>

## **ACCESS AND NAVIGATION**

### **Pearson LearningStudio (eCollege) Access and Log in Information**

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to [myLeo](http://www.tamuc.edu/myleo.aspx). <http://www.tamuc.edu/myleo.aspx>

**You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).**

It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login to Pearson LearningStudio, click on the "My Courses" tab, and then select the "Browser Test" link under Support Services.

### **Pearson Learning Studio Student Technical Support**

Texas A&M University-Commerce provides students technical support in the use of Pearson LearningStudio.

Technical assistance is available 24 hours a day/ 7 days a week.

If at any time you experience technical problems (e.g., you can't log in to the course, you can't see certain material, etc.) please contact the Pearson LearningStudio Help Desk, available 24 hours a day, seven days a week.

The student help desk may be reached by the following means 24 hours a day, seven days a week.

- **Chat Support:** Click on 'Live Support' on the tool bar within your course to chat with a Pearson Learning Studio Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson Learning Studio Technical Support Representative.
- **Email:** [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org) to initiate a support request with Pearson LearningStudio Technical Support Representative.

**Accessing Help from within Your Course:** Click on the 'Tech Support' icon on the upper left side of the screen inside the course. You then will be able to get assistance via online chat, email or by phone by calling the Help Desk number noted below.

**Note:** Personal computer problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, an Internet cafe, or a bookstore, such as Barnes & Noble, etc.

### **Policy for Reporting Problems with Pearson LearningStudio**

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure **MUST** be followed:

1. Students must report the problem to the help desk. You may reach the helpdesk at [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org) or 1-866-656-5511
2. Students **MUST** file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and to provide me with the helpdesk ticket number
4. At that time, I will call the helpdesk to confirm your problem and follow up with you

**PLEASE NOTE:** Your personal computer/access problems are not a legitimate excuse for filing a ticket with the Pearson LearningStudio Help Desk. You are strongly encouraged to check for compatibility of your browser **BEFORE** the course begins and to take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform. **ONLY** Pearson LearningStudio based problems are legitimate.

## **Internet Access**

An Internet connection is necessary to participate in discussions and assignments, access readings, transfer course work, and receive feedback from your professor. View the requirements as outlined in Technology Requirements above for more information.

## **myLeo Support**

Your myLeo email address is required to send and receive all student correspondence. Please email [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu) or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at [myLeo](https://leo.tamuc.edu). <https://leo.tamuc.edu>

## **Learner Support**

Go to the following link [One Stop Shop](#)- created to serve you by attempting to provide as many resources as possible in one location.

<http://www.tamuc.edu/admissions/onestopshop/>

Go to the following link [Academic Success Center](#)- focused on providing academic resources to help you achieve academic success.

<http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter>  
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## **FREE MOBILE APPS**

The Courses apps for phones have been adapted to support the tasks students can easily complete on a smaller device. Due to the smaller screen size course content is not presented.

The Courses app is free of charge. The mobile Courses Apps are designed and adapted for different devices.

	<b>App Title:</b>	<b>iPhone</b> – Pearson LearningStudio Courses for iPhone <b>Android</b> – LearningStudio Courses - Phone
	<b>Operating System:</b>	<b>iPhone</b> - OS 6 and above <b>Android</b> – Jelly Bean, Kitkat, and Lollipop OS
	<b>iPhone App URL:</b>	<a href="https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8">https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8</a>
	<b>Android App URL:</b>	<a href="https://play.google.com/store/apps/details?id=com.pearson.lsp hone">https://play.google.com/store/apps/details?id=com.pearson.lsp hone</a>

Once downloaded, search for Texas A&M University-Commerce, and it should appear on the list. Then you will need to sign into the myLeo Mobile portal.

The Courses App for Android and iPhone contain the following feature set:

- View titles/code/Instructor of all Courses enrolled in online
- View and respond to all discussions in individual Courses
- View Instructor Announcements in individual Courses
- View Graded items, Grades and comments in individual Courses
- Grade to Date
- View Events (assignments) and Calendar in individual Courses
- View Activity Feed for all courses
- View course filters on activities
- View link to Privacy Policy
- Ability to Sign out
- Send Feedback

## **COMMUNICATION AND SUPPORT**

### **University Specific Procedures**

#### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See current Student Guidebook).

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](http://www.albion.com/netiquette/corerules.html)  
<http://www.albion.com/netiquette/corerules.html>

#### **ADA Statement**

#### **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  
Email: [Rebecca.Tuerk@tamuc.edu](mailto:Rebecca.Tuerk@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)  
<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

### **Nondiscrimination Notice**

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.