

ECOA 2301. Principles of Macroeconomics

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Bachelor of Business Administration Program

Rio Grande College of Business

Sul Ross State University

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On-line (Teams) office hours: Email to make an appointment.

Credit Hours/Time Dedicated (per week): 3 credits/9 hours of time commitment (class time, reading, quizzes, studying)

Classroom/Time: Two-way video. MW, 8:35AM-9:50AM

Prerequisites: None.

Required Class Materials

We will be using a platform from Macmillan called **Achieve**. This platform is the companion site of the adopted textbook. **Achieve** provides access to the electronic version of the textbook, practice problems, videos, and assignments for you to explore and increase your knowledge about the course. With **Achieve**, you won't need to buy a physical copy of the textbook unless you want to, but it is up to you. Everything is in **Achieve**

Adopted textbook: **Tyler Cowen & Alex Tabarrok, *Modern Principles: Macroeconomics*, 6th edition. Macmillan.**

Students must buy Achieve access through the link in Blackboard (click on Achieve Registration) to have access to the eBook and resources available at Macmillan.

Library Resources

The **Bryan Wildenthal Memorial Library** and **Archives of the Big Bend** in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or by phone (432 837-8123).

No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting library.sulross.edu/texshare or ask a librarian by emailing srsulibrary@sulross.edu.

Mike Fernandez, SRSU Librarian, is based in Eagle Pass (Building D-129) to offer specialized library services to students, faculty, and staff. Utilize free services such as InterLibrary Loan, ScanIt, and Direct Mail to get materials delivered to you at home or via email.

Core Curriculum Assessment

We will conduct assessments of the quantitative and data analysis skills of students in our core courses between 01/15 and 02/02, as well as between 04/14 and 04/20. You don't need to study or prepare for the exam but answer the evaluation to the best of your knowledge. It will only take 20 minutes of your time. In exchange for your valuable cooperation, I will add 5 points to your midterm grade once you complete both assessments.

Course Description

Economics focuses on how society allocates resources to produce goods and services that meet our basic needs, such as food and shelter, as well as our wants, like leisure, work, and travel. This task of allocating resources is known as the economic problem, which humanity has faced since the beginning of our existence. Economists have explored how different societies throughout history have addressed this issue, leading to the development of the field of Economics. Today, Economics is divided into two main branches: Microeconomics and Macroeconomics. Microeconomics examines the behavior of individuals and firms in specific markets, while Macroeconomics studies the overall performance of entire economies, such as those of countries, and tackles problems at an aggregate level.

Our course, Principles of Macroeconomics, introduces the science of economics. It focuses on major macroeconomic issues within an open economy by examining five fundamental variables: Gross Domestic Product (GDP), unemployment, inflation, interest rates, and exchange rates. In this course, we will discuss how to measure the production of goods and services in an economy and analyze how the economy behaves in both the short and long run. We will explore key questions such as: Why are some nations wealthy while others are very poor? What are unemployment and inflation, and what are their causes? Additionally, we will examine how the Federal Reserve and the government can use monetary and fiscal policies to influence interest rates to reach the goals of sustained and stable economic growth with low inflation.

Student Learning Outcomes

At the end of the course, the student will be able to

1. Describe the interactions among the basic subdivisions of the aggregate economy such as the government, business, households, and international sectors
2. Calculate the Real GDP and its growth rate, the inflation rate, and the unemployment rate.
3. Identify the determinants of economic growth in the U.S. and the world
4. Explain the differences between economic growth by capital accumulation and economic growth by technological progress.

5. Explain the relationships between financial intermediaries and economic growth
6. Describe the phenomenon of business cycles
7. Use the Long Run Aggregate Supply, Short Run Aggregate Supply, and Aggregate Demand (LRAS-SRAS-AD) model to explain how different shocks cause macroeconomic fluctuations.
8. Explain the controversies concerning the stabilization policy.
9. Summarize the definitions and functions of money and explain the use of monetary policy to stabilize output and inflation.
10. Associate international transactions with the concepts of patterns of trade and gains from trade.

Teaching Methods/Course Format

This is an online course. With my guidance, I hope you can work on the different activities, submit them before their deadlines, and reach the learning objectives of the course.

Assessment strategy

Exams 2 online exams (midterm and the final exam)	40% (20% each)
Pre-class activities The learning curve for each chapter (drop 2 lowest scores). Due each Sunday, the day before the start of the chapter.	20%
After-class activities Homework (drop 2 lowest scores). Due by midnight of the day before the start of the next chapter	20%
Attendance	10%
Class Participation	10%

Each online exam encompasses 7 chapters of the material. The exams consist of a variety of question types, including definitions, multiple choice questions, short answer questions, quantitative problems, and graph analysis. In these, you may be required to identify a problem within a given context using a graph, apply relevant concepts, determine the outcome of the problem, and then select the correct answer.

Each chapter has a Learning Curve (LC) that you must complete before we discuss the chapter in class. These LCs are available on Achieve, the textbook companion site. Each evaluation is due before the start of the chapter, on Sunday by 11:59 PM Central Time throughout the

semester. LCs are graded on a pass/fail basis. To pass, you need to score 100 points on the evaluation before the deadline; if you don't achieve this, your grade will be zero. The good news is that LCs are multi-take, meaning you can attempt them as many times as necessary until you pass, without any penalties. Be sure to complete them before the deadline to receive full credit.

Like the Learning Curves, Homework is due every Sunday before 11:59 pm Central Time. Homework must be submitted before the deadline since there are no late submissions. Later, when exams are coming, you can use the homework to study.

Course Schedule and Contents

Students should read through all the material of the General Course Information module and complete all activities before accessing Week 1.

In addition to those items within the **General Course Information**, please read the Getting Started with Blackboard guide so you can learn how to navigate within the course.

Week 1 (01/14 – 01/25). Ch. 1. The big ideas in Economics **Objectives**

The expected student learning outcomes for this week are:

- Understand the importance of institutions and incentives in Economics.

Readings/Activities

- Read: *Chapter 1*.

Activities/Assignments

- Complete learning curve for chapter 1 by Sunday, 01/18, before 11:59pm.
- Complete homework for chapter 1 by Sunday, 01/25, before 11:59 pm.

Week 2 (01/26 – 02/01). Ch. 3 & 4. Demand and supply, and market equilibrium **Objectives**

The expected student learning outcomes for this week are:

- Understand how a market economy works in a free market economy
- Compute the equilibrium price and quantity in a competitive market.
- Analyze what happens to the market equilibrium when there are changes in demand and supply.

Pre-Class Readings/Activities. These activities are due Sunday, 01/25, before 11:59 pm.

- Read: *Chapters 3 and 4*
- Learning curve for chapter 4.

Activities/Assignments

- Complete homework, discussions, and/or self-reflection for chapter 4. Due Sunday, 02/01, before 11:59 pm.

Week 3 (02/02 – 02/08). Ch. 6. GDP and measurement of progress

Objectives

The expected student learning outcomes for this week are:

- Understand the meaning of real GDP
- Be able to calculate the GDP
- Compute growth rates.

Pre-Class Readings/Activities. These activities are due Sunday, 02/01, before 11:59 pm.

- Read: *Chapter 6*
- Learning curve for chapter 6.

Activities/Assignments

- Complete homework, discussions, and/or self-reflection for chapter 6. Due Sunday 02/08 before 11:59 pm.

Week 4 (02/09 – 02/15). Ch. 7. The wealth of nations and economic growth

Objectives

The expected student learning outcomes for this week are:

- Understand what economic growth is about
- Identify the determinants of why some countries are rich while others are poor.
- Analyze the role of institutions in shaping economic growth

Pre-Class Readings/Activities. These activities are due Sunday, 02/08, before 11:59 pm.

- Read: *Chapter 7*
- Learning curve for Chapter 7.

Activities/Assignments

- Complete homework, discussions, and/or self-reflection for chapter 7. Due Sunday 02/15 before 11:59 pm.

Week 5 (02/16 – 02/22). Ch. 8. Capital accumulation and the economics of ideas

Objectives

The expected student learning outcomes for this week are:

- Distinguish between catching-up growth and cutting-edge growth
- Understand the convergence hypothesis
- Value the importance of human capital accumulation
- Understand the production of ideas as a source of growth in an advanced economy.

Pre-Class Readings/Activities. These activities are due Sunday, 02/15, before 11:59 pm.

- Read: *Chapter 8.*
- Learning curve for chapter 8.

Activities/Assignments

- Complete homework, discussions, and/or self-reflection for chapter 8. Due Sunday 02/22 before 11:59 pm.

Week 6 (02/23 – 03/01). Ch. 9. Saving, investment, and the financial system

Objectives

The expected student learning outcomes for this week are:

- Understand the financial system as the bridge between lenders and borrowers.
- Analyze the importance of savings for capital accumulation and economic growth.

Pre-Class Readings/Activities. These activities are due Sunday, 02/22, before 11:59 pm.

- Read: *Chapter 9*
- Learning curve for chapter 9

Activities/Assignments

- Complete homework, discussions and/or self-reflection for chapter 9. Due Sunday, 03/01, before 11:59 pm.

Week 7 (03/02 - 03/08) Review and Midterm

- **Objectives**
- To prepare for the midterm by working on the practice quiz of each chapter and taking the midterm.
- **Midterm: March 4, 8:35AM – 9:50AM**

Week (03/09 – 03/15). Spring Break

Week 8 (03/16 – 03/22). Ch. 11. Unemployment and labor force participation

Objectives

The expected student learning outcomes for this week are:

- Comprehend the structure of the population and the labor force
- Estimate the unemployment rate and the labor force participation rate
- Distinguish between frictional, structural, and cyclical unemployment.

Pre-Class Readings/Activities. These activities are due Sunday, 03/15, before 11:59 pm.

- Read: *Chapter 11*
- Learning curve for chapter 11.

Activities/Assignments

- Complete homework, discussions, and/or self-reflection for chapter 11. Due Sunday, 03/22, before 11:59 pm.

Week 9 (03/23 – 03/29). Ch. 12. Inflation and the quantity theory of money

Objectives

The expected student learning outcomes for this week are:

- Identify the causes of inflation
- Distinguish between inflation, hyperinflation, deflation, and disinflation
- Understand long-run inflation as the result of printing too much money.
- Analyze the effects of inflation in decision-making and the misallocation of resources.

Pre-Class Readings/Activities. These activities are due Sunday, 03/22, before 11:59 pm.

- Read: *Chapter 12*
- Learning curve for chapter 12.

Activities/Assignments

- Complete homework, discussions, and/or self-reflection for chapter 12. Due Sunday, 03/29, before 11:59 pm.

Week 10 (03/30 – 04/05). Ch. 13. Business fluctuations: Aggregate demand and aggregate supply

Objectives

The expected student learning outcomes for this week are:

- Understand booms and recessions around the trend of GDP.
- Use the AD-AS model to analyze how shocks spread out over the economy and their consequences
- Comprehend the adjustment mechanism of the economy.

Pre-Class Readings/Activities. These activities are due Sunday, 03/29, before 11:59 pm.

- Read: *Chapter 13*
- Learning curve for chapter 13.

Activities/Assignments

- Complete homework, discussions, and/or self-reflection for chapter 13. Due Sunday, 04/05, before 11:59 pm.

Week 11 (04/06 – 04/12). Ch 15. The Federal Reserve System and open market operations

Objectives

The expected student learning outcomes for this week are:

- Understand the role of the FED as the monetary authority of the U.S.
- Estimate the required reserve ratio and the money multiplier.
- Compute the change in the money supply and the interest rate through the money multiplier.
- Analyze the impact that monetary policy has on reducing the effects of macroeconomic fluctuations.

Pre-Class Readings/Activities. These activities are due Sunday, 04/05, before 11:59 pm.

- Read: *Chapter 15*
- Learning curve for chapter 15.

Activities/Assignments

- Complete homework, discussions, and/or self-reflection for chapter 15. Due Sunday 04/12 before 11:59 pm.

Week 12 (04/13 – 04/19). Ch. 16. Monetary policy

Objectives

The expected student learning outcomes for this week are:

- Identify the conditions under which the Fed would be able to influence AD
- Analyze when monetary policy could be used to change AD that would result in higher GDP growth rates.

Pre-Class Readings/Activities. These activities are due on Sunday, 04/12, before 11:59 pm.

- Read: *Chapter 16*
- Learning curve for chapter 16.

Activities/Assignments

- Complete homework, discussions, and/or self-reflection for chapter 16. Due Sunday, 04/19, before 11:59 pm.

Week 13 (04/20 – 04/26). Ch. 17 & 18. The federal budget and fiscal policy.

Objectives

The expected student learning outcomes for this week are:

- Identify the sources of government revenue
- Recognize the different uses of government spending
- Analyze the conditions to use fiscal tools to influence AD
- Understand the implications of fiscal policy on the short-run equilibrium of the economy.

Pre-Class Readings/Activities. These activities are due on Sunday, 04/19, before 11:59 pm.

- Read: *Chapters 17 & 18*
- Learning curve for chapter 18.

Activities/Assignments

- Complete homework, discussions, and/or self-reflection for chapter 18. Due Sunday 04/26 before 11:59 pm.

Week 14 (04/27 – 04/29). Ch. 19. International trade

Objectives

The expected student learning outcomes for this week are:

- Analyze international trade with supply and demand
- Recognized the costs of protectionism
- Understand the debate on international trade and jobs
- Analyze the impact of tariffs on trade

Pre-Class Readings/Activities. These activities are due Sunday, 04/26, before 11:59 pm.

- Read: *Chapter 19*
- Learning curve for chapter 19.

In short, these are the activities for the entire semester.

Week	Topic
Weeks 1.	Introduction. Ch. 1: The big ideas in Economics
Week 2.	Chs. 3 & 4. Demand and supply, and market equilibrium
Week 3	Ch. 6: GDP and measurement of progress
Week 4	Ch. 7: The wealth of nations and economic growth
Week 5	Ch. 8: Capital accumulation, growth and the economics of ideas
Week 6	Ch. 9: Saving, investment, and the financial system.
Week 7	Midterm. Chapters 3, 4, 6, 7, 8, and 9.
Week 8	Ch. 11: Unemployment and labor force participation
Week 9	Ch. 12: Inflation and the quantity theory of money
Week 10	Ch. 13: Business fluctuations: Aggregate demand and supply
Week 11	Ch. 15: The Federal Reserve System
Week 12	Ch. 16: Open market operations
Week 13	Chs. 17 & 18: The federal budget and fiscal policy
Week 14	Ch. 19: International trade
TBA	Final Exam. Chapters 11, 12, 13, 15, 16, 17, & 18

Grading Policies and Procedures

If you believe there has been an error in the way your work has been graded, please email me to request a review. Any changes to exam or assignment grades must be requested no later than one week after the respective deadline. For the final learning check (LC) or homework, this request must be made before the start of the final exams.

Students who miss an exam due to required participation in a university activity, the death of an immediate family member, or a serious illness (please note that COVID quarantine without a positive test does not qualify) will be eligible for a make-up exam upon request. This request

must be made no later than two weeks after the incident. If you miss an exam for one of the valid reasons mentioned, please contact me within the next 48 hours (2 days) to be eligible for a make-up assignment. The instructor reserves the right to determine the format of any make-up exams.

Please be aware that students who miss an exam for any other reason will receive a score of zero for that exam.

Please remember the following information: Achieve keeps track of all your activities. It records when you start and complete tasks such as learning curves (LC), reading, and homework. If you do not complete an assignment by its deadline, you will receive a score of zero. For homework, you will earn the score you achieve by the deadline. Additionally, if you do not engage in any activities, Achieve will not record anything. Therefore, if you see a zero for any of your activities in Achieve, it indicates that you:

1. Fail to pass an LC before the deadline.
2. Did not complete a LC before the deadline(failed)
3. Did not work at all on the assignment.

Grading Scale

Percent Range (Final Score)	Letter Grade
90 - 100	A
80 - 89	B
70 - 79	C
60 - 69	D
59 and below	F

Course Expectations

Student Expectations of Instructor:

- The instructor will treat each one of you with respect and as an individual with his/her own beliefs, thoughts, and needs.
- The instructor will provide weekly communication with the class through announcements (video and text), email notifications, and virtual office hours.
- The instructor will respond to emails within 24 hours of receipt during the hours of 9:00 am-4:00 pm, Monday-Friday.
- The instructor will be available to answer questions from students during virtual office hours.

- The instructor will grade assignments and projects according to the specific rubric within two weeks of the submission date.
- The instructor will provide feedback to journals and discussion boards as needed, every week.
- The instructor will provide clear and concise instructions on how to complete the online course requirements or any other activity.
- The instructor will provide a range of opportunities to engage in the course content in a meaningful way.
- And, finally, but not less importantly, the Instructor will not change the deadline for the assignments unless something of major force happens.

Instructor Expectations of Students:

- Positive, proactive, or successful students should be diligent in using both oral and written communication showing respect for each one individual's opinion.
- Positive, proactive, or successful students will familiarize themselves with the course syllabus, policies, assessments, evaluation, grading criteria, and course design.
- Positive, proactive, or successful students will complete all coursework on the assigned due date.
- Positive, proactive, or successful students will engage in the course, with their peers, and the instructor, and with open communication and active participation.
- Students should respond to instructor communication requests regarding course progress and general inquiries in a timely manner.
- Positive, proactive, or successful students will not plagiarize the work of others, or use the work of their peers and claim it as their own.
- Positive, proactive, or successful students will use the American Psychological Association (APA) system of referencing when submitting a paper.
- Positive, proactive, or successful students will pre-plan for testing situations and ensure they can access the internet to complete the exam during its assigned date and time.
- Students will be proactive and resourceful to problem solve in case of internet or technical issues.

Sul Ross State University Important Information

1. Official Communications

Official outside-of-class meeting communications will be delivered to the students via their SRSU e-mail. Students are responsible for checking their e-mail daily. Not having checked messages is not a valid excuse for missed coursework. Communication can also be done by appointment. IT support regarding Blackboard is listed in the image below.

Who should I contact?

Online Support Desk

888.837.6055

blackboardsupport@sulross.edu

Available: 24/7

- Logging into Blackboard
- Questions about Blackboard tools/software
- Trouble with tests/quizzes/assignments
- Error messages on Blackboard
- Online course video problems

Lobo Technology Assistance Center (LTAC)

888.837.2882

techassist@sulross.edu

Available: Monday-Friday 8 a.m. - 5 p.m.

- Logging into your mySRSU/Banner/SRSU email
- Campus computer, computer lab, or campus Wi-Fi issues
- Security concerns with your SRSU or VPN account
- Questions about Office 365 or OneDrive



Or by clicking at <https://www.sulross.edu/bb/>.

2. Policy on Academic Misconduct

Please refer to:

https://d1mg6ms3faoonj.cloudfront.net/wpcontent/uploads/2020/09/student_handbook_2019-2020_revision_12.7.2020.pdf

Students should familiarize themselves with the SRSU Student Code of Conduct. Cheating, plagiarism, and/or other forms of academic misconduct are NOT TOLERATED in class. Any student found guilty of such misconduct will be subject to disciplinary action, including, but not limited to, **zero** score on his/her class activities.

3. Special Needs

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Mary Schwartze, M. Ed., L.P.C., in **Counseling and Accessibility Services**, Ferguson Hall, Room 112. The mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832. Telephone: 432-837-8691. E-mail: mschwartze@sulross.edu. **All medical information is treated confidentially.**