Spring 2026

ECOA 2301. Principles of Macroeconomics

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Online (Teams) office hours: email me to make an appointment.

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

Classroom/Time: Monday, Tuesday, Wednesday, & Thursday 8:00 – 9:15 am, online scheduled

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 students in our core courses between 10/19 and 11/01, as well as between 11/29 and 12/06, to comply with the Texas Higher Education core courses assessment. You don't need to study or prepare for this activity, but answer the survey 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. More information about the assessment will be provided in the first week of the semester.

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.

Marketable Skills for the Business Administration program

- Students will apply the principles of business to the management of existing businesses or the creation of new businesses.
- Students will use appropriate information from research and analysis to make informed decisions.

- Students will be able to write business correspondence, including letters, emails, reports, and resumes.
- Students will be able to make effective oral presentations to both professional and general audiences.

Student Learning Outcomes

At the end of the course, **students will develop empirical and quantitative skills to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions**. More particularly, students 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 capital accumulation.
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 the 2 lowest scores).	20%
After-class activities Homework (drop the 2 lowest scores).	20%
Self-Reflections (when assigned)	20%

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 are 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 week, you are required to complete a **Learning Curve (LC)** activity for the assigned chapter before we discuss it in class. These LCs are available on Achieve, the textbook's companion platform.

Learning Curves (LC). Each chapter has a LC that you must complete before we discuss the chapter in class. These LCs are available on Achieve, the textbook companion site.

> **Deadline**: Every Sunday by 11:59 PM (Central Time)
>
> **Grading: Pass/Fail**. If you earn a full score (100 points) before the deadline, you pass and receive a 100.
>
> **Attempts**: Unlimited attempts are allowed with no penalty before the deadline.
>
> **Late Policy**: Submissions are penalized with a cumulative 10% per day, and no credit is given 10 days after the deadline.

Homework is also due each Sunday by 11:59 PM (Central Time) and follows the same late submission policy: a cumulative 10% deduction per day for up to 10 days and no credit after 10 days

Finally, there are **Self-Reflections**. These are designed to help you connect personally with the material discussed in class. Your responses will be evaluated based on thoughtfulness and relevance to the topic. Adhering to the code of integrity is essential; providing an honest answer will positively contribute to your final grade, as this value is crucial for your personal growth.

Course Schedule and Contents

Students should read through all the material in 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.

Ch. 1. The big ideas in Economics

Objectives

The expected student learning outcomes for this week are:

- Explain the importance of institutions and incentives in Economics.

Readings/Activities

- Read: *Chapter 1*.

Activities/Assignments

- Complete homework for Chapter 1. Due Sunday, 10/25, before 11:59 pm.

Ch. 3 & 4. Demand and supply and market equilibrium

Objectives

The expected student learning outcomes for this week are:

- Describe how a market 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, 10/25, before 11:59 pm

- Read: *Chapters 3 & 4*
- Learning curve for Chapter 4.

Activities/Assignments

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

Ch. 6. GDP and measurement of progress

Objectives

The expected student learning outcomes for this week are:

- Explain the meaning of real GDP
- Calculate the GDP
- Compute growth rates.

Pre-Class Readings/Activities. These activities are due Sunday, 10/25, before 11:59 pm.

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

Activities/Assignments

- Complete homework for Chapter 6. Due Sunday, 11/01, before 11:59 pm.

Ch. 7. The wealth of nations and economic growth

Objectives

The expected student learning outcomes for this week are:

- Discuss the meaning of economic growth
- 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, 11/01, 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, 11/08, before 11:59 pm.

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
- Describe the convergence hypothesis
- Value the importance of human capital accumulation
- Discuss the production of ideas as a source of growth in an advanced economy.

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

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

Activities/Assignments

- Complete homework for Chapter 8. Due Sunday, 11/08, before 11:59 pm.

Ch. 9. Savings, investment, and the financial system

Objectives

The expected student learning outcomes for this week are:

- Describe 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 on Sunday, 11/08, before 11:59 pm.

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

Activities/Assignments

- Complete homework for Chapter 9. Due Sunday, 11/15, before 11:59 pm.

Ch. 11. Unemployment and labor force participation

Objectives

The expected student learning outcomes for this week are:

- Discuss 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 Thursday, 11/08, 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, 11/15, before 11:59 pm.

Midterm: Tuesday, 11/17, before 11:59 pm.

- **Chapters 4, 6, 7, 8, 9, and 11.**

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
- Explain 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 Tuesday, 11/17, 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, 11/22, before 11:59 pm.

Ch. 13. Business fluctuations: Aggregate demand and aggregate supply

Objectives

The expected student learning outcomes for this week are:

- Explain 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
- Describe the adjustment mechanism of the economy.

Pre-Class Readings/Activities. These activities are due Sunday, 11/22, 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, 11/29, before 11:59 pm.

Ch 15. The Federal Reserve System and open market operations

Objectives

The expected student learning outcomes for this week are:

- Describe 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, 11/22, 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 11/29 before 11:59 pm.

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, 11/29, 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, 12/06, before 11:59 pm.

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 for using fiscal tools to influence AD

- Discuss the implications of fiscal policy on the short-run equilibrium of the economy.

Pre-Class Readings/Activities. These activities are due on Sunday, 11/29, 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, 12/06, before 11:59 pm.

Ch. 19. International trade

Objectives

The expected student learning outcomes for this week are:

- Analyze international trade with supply and demand
- Recognize the costs of protectionism
- Discuss the debate on international trade and jobs
- Describe the impact of tariffs on trade

Pre-Class Readings/Activities. These activities are due Sunday, 12/06, before 11:59 pm.

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

Final Exam. Tuesday 12/08 before 11:59 pm.

- **Chapters 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 on 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 least 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 everyone'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 the instructor's communication requests regarding course progress and general inquiries promptly.
- 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 on its assigned date and time.
- Students will be proactive and resourceful in problem-solving 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 missing coursework. Communication can also be done by appointment. IT support regarding Blackboard is listed in the image below.



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.**