



John Massey School of Business
Department of Accounting and Finance
Course Syllabus for Principles of Macroeconomics
ECON 2113.W1 181S

Instructor	Dr. David Foster
Email	dfoster@se.edu (Students should contact me using SE email. I live out-of-State and do not have an office on campus.)
Office Phone	903.689.2848

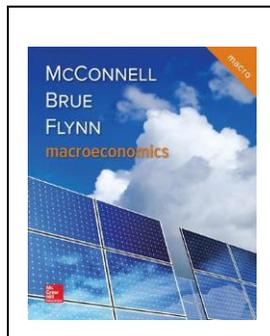
Catalog Description:

Examines the nature of market economies and the roles of private and public institutions and organizations in facilitating the efficient production, exchange, consumption, and accumulation of wealth. Overall performance concerns with inflation, unemployment, and growth are examined in the light of a variety of theoretical policy perspectives. May be taken before ECON 2213.

Required Course Materials

Textbook: *Macroeconomics* (21st edition) by McConnell, Brue, and Flynn; published by McGraw Hill Education, New York.

ISBN#: 9781259915673 (text only—do not purchase a version that includes a subscription to Connect)



It is **extremely important** that you obtain course materials before the start date of the course, including the textbook. You do not have to wait until you receive a copy of the syllabus to find out the required book for a given course. You may use the SE Official Bookstore to find the book. Try it now! Go to goo.gl/jRh3v0 (this is a shortened web-address for the SE Bookstore), type in the information for one of your courses, and see the book!

Handouts and other Course Materials: None; links to external material will be

provided in the appropriate folders.

Technology Requirements:

Please read the *Technical Requirements* policy on the Southeastern Distance Education website

<http://homepages.se.edu/blackboard/student-support/browser-recommendations/>

In summary, you will need access to a reliable computer with adequate specs and a reliable internet connection, with a backup plan in case you experience technical difficulty. Oftentimes technical problems are browser related, so if this occurs try a different browser. Typically Chrome and Firefox work best Blackboard.

Minimum Technical Skills

Students enrolled in this course will be expected to navigate BlackBoard to obtain course content and complete assignments. Students may also be required to use other SE resources such as the SE library. To ensure each student is adequately equipped for these requirements, you have each been enrolled in a resource course titled Online Student Orientation. There, you will learn to navigate within the BlackBoard folders and modules, as well as use the Bb resources. You will also learn about Respondus and ZOOM. You will complete tutorials on a variety of skills to help you take full advantage of what Blackboard and SE has to offer. If you have trouble loading the tutorials, please review the troubleshooting page upon entering the tutorials module. This course will provide you with the skills needed to succeed in this and other online courses. The Orientation course will take approximately two to four hours to complete in full. You will be required to provide proof of completion of the orientation before gaining access to course work folders. Discovery of falsified credentials (badge) is an integrity violation and will follow SE's academic integrity policy.

Prerequisites Knowledge/Skills:

Correct grammar, spelling, and punctuation are necessary in a college course. Therefore, you are encouraged to take advantage of the resource "course" Basics of Language Training (BOLT). These modules are self-paced and will serve as a refresher course for writing. Each online course will require correct usage of grammar and APA format. The Basics of Language Training (BOLT) course contains self-paced modules on APA basic format as well as Citing Sources in APA. You are strongly encouraged to review these modules to be fully prepared for your courses. If you are unable to demonstrate adequate usage of grammar, punctuation, spelling, or APA format, your instructor(s) may require work to be completed in the Basics of Language Training (BOLT) Course. The BOLT course will remain available to students throughout the program so that they may return to it as necessary.



Additionally, the menu of each course will have a link to the Purdue OWL site, which is an excellent resource for quick reference when completing work.

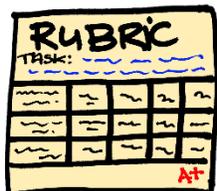
Definition of a Week

Each week will begin at 12:00am Monday and will end at 11:59pm Sunday. This will be the time frame for which students will be expected to work within a given week's folder. All assignments will be due at 11:59pm, and the last assignment each week will be due on Sunday. All times will

be based on the time zone of the institution: **Central Standard Time.**

Work Load

The amount of time you will spend in each course will vary from class to class, largely depending on prior education and experience with the topic of the class. Instructors will provide approximate time expectations for each task in the course, but individually, you may spend more or less on any given item depending on your reading speed, the need to re-read content, and how quickly you comprehend the subject and requirements. It is roughly estimated that you will spend an average of 12-15 hours per week in any given course.



Standard Grading Rubrics

Each course will use standard rubrics. They will be attached digitally to your assignments. You should always review the rubric scores and comments to fully understand the grade received and obtain all feedback provided

Course Policies

Course Availability

Courses will be made available to students one week (7 days) in advance of the start date. Instructors may choose to email students in advance with preview information.

Course Content Availability

Availability for general items within the course will not be withheld; however, if shortened visibility for assignments or exams is applied, a minimum of a 48-hour window of availability will be provided.

Late Work

All tests and discussions will be made available through Blackboard. The link to an assignment will only be available during the time the assignment is available. Tests and discussions will not be available after the end of the time allotted for completion. **Missed tests and discussions cannot be made up or retaken.** You may be able to recover up to 10 extra credit points by doing the extra credit test at the end of the course. Keep back-up copies of your assignments and have a backup plan with at least one alternate location to complete the assignment or take a quiz or exam. Don't wait until the last minute to complete assignments or take the quizzes and you won't encounter these types of problems. Excuses such as *"I had to work," "The system was down," "My computer crashed," "I lost my flash drive with my work on it," "I couldn't get to a computer," "I forgot about the assignment," "I didn't see the reminder announcement," "I overlooked the assignment folder," "I didn't realize I submitted the wrong document," "I didn't realize I submitted a blank document," "I couldn't find the assignment in Bb,"* etc., etc., etc., are **not** considered extenuating circumstances. No extra assignments will be given to *"bring up your grade."*



University Policies:

Attendance:

The Registrar's office defines attendance in online and blended classes as:

Stopped Attending = Students who were participating online but have stopped submitting any assignments, etc. without contacting/making arrangements with the instructor

Never Attended = Students who never accessed Blackboard to view the course or never completed any assignments that were due for the course. Statistics Tracking in Blackboard will be utilized in part for determining teacher candidates' accessing of Bb.

Excessive Absences = Students who have submitted some work but are infrequent in their participation or late on assignments—leading to a failing grade

Regular and routine participation is required to be “in attendance” for the course. This includes regularly logging in, turning in homework by required dates/times, **and** participating in discussion forums. Seven (7) consecutive days of non-participation **will** result in your access being disabled without warning. Participation, or lack thereof, may also affect your financial aid. Remember, Blackboard automatically tracks and records every click once you log into a Bb course. Bb administrators can see if and when you logged on, the date and time of day you logged on, and what you accessed once you logged in to the course.

This is an online course, but it does require active participation. You should log in every day during 7 weeks of this course. There will be a schedule posted, but updates to the schedule and additional information may be necessary during the course of this class. If you do not log in, you are oblivious to these changes. Just as in a standard class setting, updated announcements take precedence over syllabus and schedule postings. Missing an announcement and deferring to the schedule or syllabus will not be a legitimate excuse.

Registrar's definitions above will be used for all reporting purposes, per SE policy.

Internet Etiquette (Netiquette):

Distance conveys a degree of anonymity, and as a result, many people feel less inhibited in online situations than in their everyday lives. This lessening of inhibitions sometimes leads people to drop their normal standards of decorum when communicating online. Become familiar with the following guidelines regarding both online discussions and email messages. View entirety of policy: <http://www.se.edu/dept/online-learning/technology/communication-netiquette/>

Southeastern Student Code of Conduct: <http://www.se.edu/dept/student-life/files/2009/10/student-handbook.pdf>

Southeastern Academic Calendar: [http://www.se.edu/dept/registrar/calendar/Assistance/Tutoring in Writing:](http://www.se.edu/dept/registrar/calendar/Assistance/Tutoring%20in%20Writing)

Smart Thinking: Online tutorial service. **Smart Thinking's** services include personalized, live, and online assistance. Visit <http://www.se.edu/current-students/smart-thinking/> to take advantage of these services.

The Writing Center is also available to help with your writing. Here is the contact information: <http://www.se.edu/dept/learning-center/writing-center/>

Counseling Center: Any student experiencing mental or emotional issues who desires free, confidential, clinical counseling is encouraged to contact the SE Counseling Center at (580) 745-2988 to schedule an appointment during normal working hours Monday-Friday, 8:00AM to 5:00PM. For after-hours mental health emergencies, please call SE Campus Police at (580) 745-2911 or the Mental Health Crisis Hotline at 1- (800) 522-1090.

Disability Accommodations: Any student needing special accommodations due to a disability should contact the Office of Compliance and Safety, Administration Building, Suite 311 or call (580) 745-3090 (TDD# 745-2704). It is the responsibility of each student who anticipates or experiences barriers to their academic experience to make an official request for disability related accommodations in a timely manner.

Blackboard Support: Can be found on the Southeastern Blackboard homepage at: <https://blackboard.se.edu/> by clicking on Bb technical support request or in the lower right hand corner on "Live Chat" between the hours of 7:00am-1:00am CST.

Equity and Non-Discrimination Statement: Southeastern Oklahoma State University, in compliance with all applicable federal and state laws and regulations, does not discriminate on the basis of race, color, religion, national origin, sex, age, disability, sexual orientation, gender identity, or status as a veteran in any of its policies, practices, procedures, or programs. This includes, but is not limited to: admissions, employment, financial aid, and educational services. Inquiries regarding non-discrimination and equity policies may be directed to: Michael Davis, Director of Compliance and Safety & Title IX Coordinator, (580) 745-3090, or mdavis@se.edu.

Course Format

Menu: Each course will utilize a Course Template to accomplish a common look and feel. The template will contain a course menu with nine buttons:

- **Course Home Page** - Here, students may obtain quick information regarding announcements, assignments due, etc.
- **Announcements** - Announcements may be used to clarify assignments, make changes in the schedule, provide holistic feedback to the class, etc.
- **Start Here** - This section will contain the syllabus, the instructor's contact information, course policies, etc.
- **Course Work** - Here students will find a folder for each week of the course. All the content, assignments, etc. will be placed into the appropriate week's folder. An outline of contents should be placed on the front of the folder. Assignments may be due throughout the week.
- **Henry G. Bennett Library** - This is a link to the SE online library for convenience.

- **Student Tools** – Students may access any student tool from this area, including grades. They can also email the instructor or classmates from here.
- **Student Email** - All university announcements and other communication with instructors will be sent to student email. This link gives quick convenient access to student email.

Weekly Folders: There are Seven Weekly Folders, located on the Blackboard Home page tabs, containing all course exercises. Students will collaborate with the instructor and each other via the online tools provided by Bb, including discussion boards. All assignments, instructions, and explanations will be posted to Bb within the corresponding weekly folder. On the front of the folder is the Introduction. It will give you a summary of the contents of the folder as well as an introduction to the subject matter. The course content will be available from the beginning of the course with due dates listed for each assignment. Please note that early submission of an assignment will not result in the assignment being graded earlier.

Course Calendar

Week	Lesson Title, Objective	Activities/Learner Interaction
One:	<p>Title: Introduction to Economics and the Economy.</p> <p>Objective: Identify the implications of the economizing problem</p> <p>Sub-Objective(s): Explain the role of scarcity, specialization, opportunity cost and cost/benefit analysis in economic decision-making.</p> <p>Materials: Text and resources specified in Blackboard.</p>	<p>Activities: Read Chapters 1-2; view videos and narrated PowerPoint slides (links provided); complete two tests (Syllabus Test and Test 1); participate in Discussion 1.</p> <p>Learner Interaction: Interact with others in the class by collaborating to complete tests and participate in Discussion 1, and contribute to the Q&A discussion if you have a question or comment regarding the course.</p>
Two:	<p>Title: Price, Quantity, and Efficiency.</p> <p>Objective: Identify the implications of the economizing problem.</p> <p>Sub-Objective(s): Identify the determinants of supply and demand; demonstrate the impact of shifts in both market supply and demand curves on equilibrium price and output.</p> <p>Materials: Text and resources specified in Blackboard.</p>	<p>Activities: Read Chapters 3-4; view videos and narrated PowerPoint slides (links provided); complete Test 2.</p> <p>Learner Interaction: Interact with others in the class by collaborating to complete tests and contribute to the Q&A discussion if you have a question or comment regarding the course.</p>

<p>Three</p>	<p>Title: Introduction to Macroeconomics and Measuring Economic Growth.</p> <p>Objective: Identify the implications of the economizing problem.</p> <p>Sub-Objective(s): Define and measure national income.</p> <p>Materials: Text and resources specified in Blackboard.</p>	<p>Activities: Read Chapters 6-7; view videos and narrated PowerPoint slides (links provided); complete Test 3.</p> <p>Learner Interaction: Interact with others in the class by collaborating to complete tests and contribute to the Q&A discussion if you have a question or comment regarding the course.</p>
<p>Four</p>	<p>Title: Macroeconomic Growth and Instability.</p> <p>Objective: Interpret the impact of economic policies.</p> <p>Sub-Objective(s): Identify the phases of the business cycle and the problems caused by cyclical fluctuations in the market economy. Define and measure rates of unemployment and inflation.</p> <p>Materials: Text and resources specified in Blackboard.</p>	<p>Activities: Read Chapters 8-9; view videos and narrated PowerPoint slides (links provided); complete Test 4.</p> <p>Learner Interaction: Interact with others in the class by collaborating to complete tests and contribute to the Q&A discussion if you have a question or comment regarding the course.</p>
<p>Five</p>	<p>Title: Macroeconomic Models and Fiscal Policy.</p> <p>Objective: Interpret the impact of economic policies.</p> <p>Sub-Objective(s): Construct the aggregate expenditures model of the macro economy and use it to illustrate macroeconomic problems and potential fiscal policy solutions. Construct the aggregate demand and aggregate supply model of the macro economy and use it to illustrate macroeconomic problems and potential fiscal policy solutions. Define fiscal policy, deficits, and debt; describe the purposes and implications of using fiscal policy tools to stabilize the macroeconomy.</p> <p>Materials: Text and resources specified in Blackboard.</p>	<p>Activities: Read Chapters 10, 11, 12, and 13; view videos and narrated PowerPoint slides (links provided); complete Tests 5 and 6; participate in Discussion 2.</p> <p>Learner Interaction: Interact with others in the class by collaborating to complete tests and participate in Discussion 2, and contribute to the Q&A discussion if you have a question or comment regarding the course.</p>

<p>Six</p>	<p>Title: Money, Banking, and Monetary Policy.</p> <p>Objective: Interpret the impact of economic policies.</p> <p>Sub-Objective(s): Define money and the money supply; describe the process of money creation by the banking system and the role of the central bank.</p> <p>Materials: Text and resources specified in Blackboard.</p>	<p>Activities: Read Chapters 14, 15, and 16; view videos and narrated PowerPoint slides (links provided); complete Test 7; participate in Discussion 3.</p> <p>Learner Interaction: Interact with others in the class by collaborating to complete tests and participate in Discussion 3, and contribute to the Q&A discussion if you have a question or comment regarding the course.</p>
<p>Seven</p>	<p>Title: Extensions and Issues.</p> <p>Objective: Interpret the impact of economic policies.</p> <p>Sub-Objective(s): Identify the long-run implications of the uses of fiscal and monetary policies. Recognize the differences between mainstream and new classical perspectives regarding macroeconomic theories and policies.</p> <p>Materials: Text and resources specified in Blackboard.</p>	<p>Activities: Read Chapters 18-19; view videos and narrated PowerPoint slides (links provided); complete Test 8. If you decide to do the extra credit test, read Chapters 20-21, view video and narrated PowerPoint slides (links provided), and complete the extra credit test.</p> <p>Learner Interaction: Interact with others in the class by collaborating to complete tests and contribute to the Q&A discussion if you have a question or comment regarding the course.</p>

Learning Objectives:

The objectives of this course are:

1. Identify the implications of the economizing problem.
 - a. Explain the role of scarcity, specialization, opportunity cost and cost/benefit analysis in economic decision-making (course materials for Chapter 1-2, Test 1, and Discussion 1).
 - b. Identify the determinants of supply and demand; demonstrate the impact of shifts in both market supply and demand curves on equilibrium price and output (course materials for Chapters 3-4 and Test 2).
 - c. Define and measure national income (course materials for Chapters 6-7 and Test 3).

2. Interpret the impact of economic policies.
 - a. Define and measure economic growth (course materials for Chapter 8 and Test 4).

- b. Identify the phases of the business cycle and the problems caused by cyclical fluctuations in the market economy (course materials for Chapter 9 and Test 4).
- c. Define and measure rates of unemployment and inflation (course materials for Chapter 9 and Test 4).
- d. Construct the aggregate expenditures model of the macro economy and use it to illustrate macroeconomic problems and potential fiscal policy solutions (course materials for Chapters 10-11 and Test 5).
- e. Construct the aggregate demand and aggregate supply model of the macro economy and use it to illustrate macroeconomic problems and potential fiscal policy solutions (course materials for Chapter 12 and Test 6).
- f. Define fiscal policy, deficits, and debt; describe the purposes and implications of using fiscal policy tools to stabilize the macroeconomy (course materials for Chapter 13, Test 6, and Discussion 2).
- g. Define money and the money supply; describe the process of money creation by the banking system and the role of the central bank (course materials for Chapters 14-16, Test 7, and Discussion 3).
- h. Identify the long-run implications of the uses of fiscal and monetary policies. Recognize the differences between mainstream and new classical perspectives regarding macroeconomic theories and policies. (course materials for Chapters 18-19 and Test 8).

Grading Policy:

Total points earned during the semester on graded assignments will be divided by the total number of points possible (100) on required graded assignments expressed as a percentage to determine the final letter and numeric grade. The letter grade will be assigned in accordance with the current policies of Southeastern Oklahoma State University:

A=90-100% of total points

B=80%-89% of total points

C=70%-79% of total points

D=60%-69% of total points

F=0%-59% of total points

Example 1: if a student earned 80 points from regular assignments and did not complete the extra credit test, the course grade will be calculated as follows: $80/100 = .80$ or 80% (the numeric grade will be 80 and the letter grade will be "B").

Example 2: if a student earned 80 points from regular assignments and 10 points from the extra credit test, the course grade will be calculated as follows: $90/100 = .90$ or 90% (the numeric grade will be 90 and the letter grade will be "A").

Total points earned will be posted in Blackboard.

Assignment List		Points
Discussion 1	1 X 15	15
Discussion 2	1 X 20	20
Discussion 3	1 X 20	20
Syllabus Test	1 X 5	5
Tests Over Assigned Reading from Textbook	8 X 5	40
Total Points (regular assignments)		100
Extra Credit Test	1 x 10	10

Rubrics:

The student's class performance will be evaluated on the basis of points earned on graded assignments.

Tests (45 points possible for required tests; 10 points possible for extra credit test)

There is one test that addresses topics covered in the syllabus (5 points possible). There are 8 tests (40 points possible) that address material presented in the textbook. Students may earn up to 10 extra credit points by taking the optional extra credit test. Multiple attempts will be allowed for the tests (unlimited attempts for the syllabus test, and two attempts for all other tests). Only the best (highest) score achieved will count for grading purposes.

The topics and dates of availability for the tests are provided in the assignment schedule. All tests will be made available through Blackboard. Tests will not be available after the end of the time allotted for completion. **Missed tests cannot be made up or retaken. Links for tests are only visible when the tests are available.**

Discussions (55 points possible)

General Information: There are three discussion assignments that will be available on the Discussion Board, all of which have due-dates. The discussions will remain open and active during the period specified in the assignment schedule. Links to discussions are only visible when the discussions are open. The intent of the discussions is to simulate dialogue between students similar to discussions that occur in a face-to-face class environment. Please be respectful of others' views and polite in your responses. Post responses as messages; do not use any attachments. This will make it easier for everyone to read responses and eliminate software compatibility issues. No credit will be given for responses submitted as or containing attachments. Responses posted with attachments will be deleted from the discussion boards. Late discussion posts will not be accepted.

Grading of posts: Points are based on the number of unique posts. To be considered unique, a post must provide a contribution to the discussion topic beyond restating points made by another student in an earlier post. Please see the comments below for additional guidance regarding the uniqueness of posts. **To receive credit, students must post at least three times to each discussion. All posts must address the question topic. The first post must be at least two paragraphs with each paragraph being at least five to seven sentences in length. For the**

second and third posts, reply to the initial posts (or replies to your initial post) of two other students; each reply must be at least one paragraph of at least five to seven sentences. Only posting once or twice to a Discussion will not earn you any points. Partial credit will not be given for incomplete participation. The professor will make the final decision regarding the appropriateness of posts for grading purposes.

Discussion	Basis for Points
Discussion 1 (15 points)	At least three unique posts (initial & two replies).
Discussion 2 (20 points)	At least three unique posts (initial & two replies).
Discussion 3 (20 points)	At least three unique posts (initial & two replies).

Concerning uniqueness of posts: No credit will be given for multiple submissions of the same post to one or more members of the class and/or posts that are nothing more than paraphrasing of a post made by another student. Minor changes to a post (e.g., changing the order of words within a sentence, changing the order of sentences within a post, changing the tense(s) used within a post, and/or the addition/deletion of one, two, or three sentences) will not be sufficient for a post to be considered unique. The professor will make the final decision regarding the uniqueness of any post made to a discussion.

No credit will be given for late posts or posts that do not make contributions to discussions. Remember that the purpose of posting is to contribute to the discussion. For example, “I agree” or “Good point” would not be enough; to get credit, state the reason(s) for agreeing; state why you believe someone made a good point. Another example of a type of post that will not count for grading purposes is the following: “Wow! That was a great post [Name]! I learned so much from what you wrote/how you analyzed the data. Good job! Keep up the good work and good luck in the course.” The professor will make the final decision regarding the degree to which posts contribute to discussions for grading purposes.

Instructor Feedback:

Use your official SOSU student email account to contact me privately regarding assignments and grades. Generally, you will receive a response to your email within 72 hours. If you haven't received a response within 72 hours, please email again just in case I overlooked it. **Be sure to include your name in the body of every email you send as well as the assignment number you are referencing.**

Tests are graded within Blackboard automatically. Generally, discussion assignment grades and feedback will be provided to students before the next assignment is due, usually within one week of the assignment due-date.

The professor reserves the right to make adjustments to the syllabus and/or grading policy as needed in order to meet the instructional needs and goals of the class. Students will be notified of any adjustments to the course schedule.

Course Evaluations

All students are asked to complete an anonymous evaluation of this course. A link to the course evaluation will be provided in Blackboard/Announcements during the last week of the course.
