Texas A&M University-Corpus Christi  
College of Business  
Course Syllabus  
Fall 2015

Course Number:  

ECON 2301 Section 001: MWF 9:00-9:50 AM/OCNR-145  
ECON 2301 Section 002: MWF 10:00-10:50 AM/OCNR-145  
ECON 2301 Section 003: MWF 12:00-12:50 PM/OCNR-145

Course Name:  
Macroeconomics Principles

Instructor:  
Dr. Akin C. Buyukeren

Office:  
OCNR 355

Phone:  
(361) 825-2756

Office Hours:  
MWF 11:00 AM - 12:00 PM, 1:00 PM - 2:00 PM  
Or by appointment

E-mail:  
akin.buyukeren@tamucc.edu

Course Materials:  

1) Textbook: N. Gregory Mankiw, Principles of Economics,  
ISBN: 9781305040410

The textbook is recommended, but not required.

NO ACCESS CODE REQUIRED. Assignments will be posted online (Blackboard).

All course materials (announcements, syllabus, exam schedule, lecture notes, assignments, etc.) and grades will be posted on BLACKBOARD (https://bb9.tamucc.edu/)

2) Three scantrons (form No. 882-E) for in-class exams

Prerequisites:  
None. While there are no formal requirements for this course, you should be comfortable with basic algebra, functional relationships, and graphical analysis. Students taking remedial courses in Basic English (ENGL 0399) and/or Mathematics (MATH 0398 & 0399) are not recommended to take this course concurrently.

Instructional Methodology:  
Lecture, class discussions and activities, assignments
COURSE DESCRIPTION

This is an introductory course in Macroeconomics. It provides an overview of the main concepts and theories that help explain macroeconomic issues such as long-run economic growth, business cycle fluctuations, inflation, unemployment and the roles monetary and fiscal policy play in addressing these phenomena.

Learning Objectives:
By the end of this course, the students will able to:
1. understand the subject matter of economics and its relevance to the contemporary world,
2. apply core economic principles and reasoning to real-world economic issues,
3. discuss and analyze government policy measures and their impacts on economic welfare,
4. assess the performance of the U.S. and other economies, and
5. prepare for the Major Field Test for business majors.

METHOD OF EVALUATION AND GRADING

There will be two midterms and a final exam. The examinations will comprise of multiple-choice questions. All in-class exams will be closed book unless otherwise noted. Use of calculators is allowed. However, no student may store any material related to the course in the calculator.

The following is the weight distribution of coursework for determining the overall course average:

<table>
<thead>
<tr>
<th>Coursework</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1-2 (equal weight)</td>
<td>25%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
</tr>
<tr>
<td>Online Assignments (Blackboard)</td>
<td>25%</td>
</tr>
<tr>
<td>Junior Achievement Project (see pp. 3-4)</td>
<td>10%</td>
</tr>
<tr>
<td>In-class Assignments</td>
<td>15%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numerical Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>≥ 90</td>
</tr>
<tr>
<td>B</td>
<td>≥ 80 - 90</td>
</tr>
<tr>
<td>C</td>
<td>≥ 70 - 80</td>
</tr>
<tr>
<td>D</td>
<td>≥ 60 - 70</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 60</td>
</tr>
</tbody>
</table>

No make-up exams will be given and a zero will be assigned for a missed exam unless a legitimate and verifiable excuse is provided to the instructor before a scheduled exam.
Junior Achievement Project
INTRODUCTION

Description:
The JA project is a service-learning, community engagement activity that requires each student to teach a 5-unit curriculum in delivering basic economic or business concepts to local K-12 students. This project is motivated by the wisdom that the best way to learn a subject matter is to impart its material to the uninitiated. This learning by doing activity promotes a better understanding of some economics and business concepts, and it provides an opportunity to apply those concepts to the daily life for both the student “volunteers” and the grade school students. Student performance will be evaluated according to the students’ participation records, student presentation in class and the elementary school cooperating teacher's evaluation using the standard Junior Achievement evaluation form. See the JA Guidelines below.

This activity aims at developing students with leadership, teamwork, collaboration and interpersonal skills. The project also instills the Core Program “dispositions” of (1) remembering, (2) understanding, (3) applying, and (4) analyzing.

About Junior Achievement:

“JA Worldwide is a partnership between the business community, educators and volunteers — all working together to educate grade-school students about workforce readiness, entrepreneurship and financial literacy through experiential, hands-on programs.

Junior Achievement programs help prepare young people for the real world by showing them how to generate wealth and effectively manage it, how to create jobs which make their communities more robust, and how to apply entrepreneurial thinking to the workplace. Students put these lessons into action and learn the value of contributing to their communities.

JA’s unique approach allows volunteers from the community to deliver our curriculum while sharing their experiences with students. Embodying the heart of JA, our classroom volunteers transform the key concepts of our lessons into a message that inspires and empowers students to believe in themselves, showing them they can make a difference in the world.”

Source: http://www.ja.org/about/about.shtml
For more information about this program and lesson plans, visit http://www.jast.org/.

By the end of this project, the students will have an opportunity to:
1. appreciate the importance of economic and business concepts in everyday life;
2. interact and learn with a partner as a team;
3. apply the Core skills, particularly reading, writing, speaking and listening;
4. integrate the skills of communication into economic education;
5. appreciate the role of education in personal success and in community development;
6. serve as role models to the younger generation; and
7. be involved in the community by assuming the leadership role.
Project Requirements:

This JA Project requires each student to “teach” and then report to the class on a five-unit curriculum to an elementary school class. To accomplish this service learning activity, you must:

1. successfully complete the JA Orientation and training for volunteers on September 15th, Monday during the class hours (a teaching curriculum packet materials will be handed out during the Orientation);
2. find one more JA volunteer as a partner in or out of this class and decide on the local school, grade level and teaching curriculum with consultation of the assigned JA Coordinator;
3. contact an elementary school teacher to set up a face-to-face appointment to discuss the curriculum (contact information will be provided during the Orientation);
4. meet with the teacher to discuss the curriculum, the teacher's role and expectations, set up time to observe the class, and schedule your teaching times/dates;
5. return the Teaching Confirmation Form to instructor by deadline indicated on the Form;
6. review the JA curriculum materials and deliver the Junior Achievement curriculum as assigned;
7. teach five 45-minute JA sessions at a local school
8. return your Verification Form to your professor within one week you complete all JA curriculum sessions; and

NOTE: You must wear appropriate attire. Please observe what teachers are wearing. You may wish to ask your cooperating teacher what is and is not appropriate attire.

<table>
<thead>
<tr>
<th>JA PROJECT POINT DISTRIBUTION</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>JA Curriculum</strong></td>
<td></td>
</tr>
<tr>
<td>Fulfilled your obligations:</td>
<td></td>
</tr>
<tr>
<td>Attended JA orientation</td>
<td>10%</td>
</tr>
<tr>
<td>Turn in the Teaching Confirmation Form (within 2 weeks following Orientation)</td>
<td>5%</td>
</tr>
<tr>
<td>Taught the Junior Achievement curriculum to the elementary class (five units)</td>
<td>45%</td>
</tr>
<tr>
<td>Evaluation of your work by the cooperating teacher</td>
<td>40%</td>
</tr>
<tr>
<td><strong>JA PROJECT TOTAL</strong></td>
<td>100%</td>
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</table>
## ECON 2301 TENTATIVE COURSE OUTLINE

<table>
<thead>
<tr>
<th>Topic</th>
<th>Textbook Chapter*</th>
<th>Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Introduction</td>
<td>-</td>
<td>Week 1</td>
</tr>
<tr>
<td>Ten Principles of Economics</td>
<td>1</td>
<td>Week 1-2</td>
</tr>
<tr>
<td>Thinking Like an Economist</td>
<td>2</td>
<td>Week 2-3</td>
</tr>
<tr>
<td>The Market Forces</td>
<td>4</td>
<td>Week 4-5</td>
</tr>
<tr>
<td><strong>Review &amp; Exam 1</strong></td>
<td>-</td>
<td>Week 6</td>
</tr>
<tr>
<td>Measuring a Nation’s Income</td>
<td>23</td>
<td>Week 7-8</td>
</tr>
<tr>
<td>Measuring the Cost of Living</td>
<td>24</td>
<td>Week 9</td>
</tr>
<tr>
<td>Production and Growth</td>
<td>25</td>
<td>Week 10</td>
</tr>
<tr>
<td><strong>Review &amp; Exam 2</strong></td>
<td>-</td>
<td>Week 11</td>
</tr>
<tr>
<td>Unemployment</td>
<td>28</td>
<td>Week 12</td>
</tr>
<tr>
<td>The Monetary System</td>
<td>29</td>
<td>Week 13</td>
</tr>
<tr>
<td>Money Growth and Inflation</td>
<td>30</td>
<td>Week 14</td>
</tr>
<tr>
<td>Review</td>
<td>-</td>
<td>Week 15</td>
</tr>
<tr>
<td><strong>Final Exam</strong></td>
<td>-</td>
<td>Week 16</td>
</tr>
</tbody>
</table>

* Chapter numbers refer to chapters in the customized textbook bundle of “Principles of Economics.”
Academic Integrity/Plagiarism
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.)

Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class.

Classroom/professional behavior
Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

Statement of Civility
Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

Grade Appeals
As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

Disabilities Accommodations
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 believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Statement of Academic Continuity
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.