Texas A&M University-Corpus Christi  
College of Business  
Course Syllabus for ECON 2301, Principles of Macroeconomics  

Course number: ECON 2301.001  
Instructor: Veysel Avsar  
Semester: Fall 2017  
Office: OCNR 356  
Office Telephone: 361-825-2385  
Email: veysel.avsar@tamucc.edu

| Course Number: | ECON 2301.001  
MWF 09:00-09:50 AM  
CI-138  
CRN: 41631 |
| Office Hours: | MW 1:30-3 p.m.  
[and also available by appointment] |
| Internet: | E-mail :veysel.avsar@tamucc.edu  
url : www.veyselavsar.com  
(You may wish to study this before emailing Dr. Avsar or another faculty member:  
https://www.math.uh.edu/~tomforde/Email-Etiquette.html.) |
ISBN: 9781305585126 |
| Optional Materials: | Textbook Study Guide |
| Prerequisites: | None. However, students taking remedial courses in Basic English (ENGL 0399)  
and/or Mathematics (MATH 0300) are not recommended to take this course concurrently. |
| Instructional Methodology: | Lecture, class discussions and activities, Junior Achievement teaching, readings,  
worksheets, quizzes, exams, written reports & extra credit. |

**COURSE DESCRIPTION**

An overview of how the economy of the United States is organized and functions in a market system. Market processes are used to show how resources and incomes are allocated by households and businesses. Determination of national income, employment, prices, interest rates, and growth are the focus of simple analytical techniques. Monetary and fiscal policies are examined, including their international dimensions. Satisfies the social and behavioral sciences component of the University core curriculum.

**Course Prerequisites:**

None. However, students taking remedial courses in Basic English (ENGL 0399) and/or Mathematics (MATH 0300) are not recommended to take this course concurrently.

**Learning Objectives:** By the end of this course, the students will able to:

- Understand the subject matter of economics and its relevance to the contemporary world
- Apply core economic principles and reasoning to real-world economic issues (BBA Goal 2, Objectives 1 and 3)
- Discuss and analyze government policy measures and their impacts on economic welfare (BBA Goal 3, Objective 1; BBA Goal 2, Objectives 1 and 2)
- Assess the performance of the U.S. and other economies (BBA Goal 2, Objective 3)
- Effectively review and prepare for the Major Field Test for business majors. (BBA Goal 2, Objective 1)
Major Field Test (MFT)
This course has been identified as critical to student mastery of the content covered by the Major Field Test (MFT). The MFT is required for all students pursuing the Bachelor of Business Administration degree. Students register for the MFT in BUSI0088, Major Field Test in Business. To prepare for this test, business majors are advised to retain their class notes, textbooks, and other relevant materials from their business core courses in the areas referenced below. Completion of all College of Business core courses except MGMT 4388 is required. BUSI 0088 is CR/NC.

As an integral part of the College of Business’ Assurance of Learning program, the Major Field Test (MFT) is a nationally-normed, standardized multiple-choice test developed by the Educational Testing Service and administered to senior-level business students at many AACSB International accredited institutions in the United States. It is designed to measure students’ academic achievement through demonstration of their basic knowledge and understanding of key concepts, theories, and analytical methods in the functional areas of business. This test covers the areas of accounting, economics, finance, international issues, legal and social environment of business, management, marketing, quantitative business analysis, and information systems.

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

<table>
<thead>
<tr>
<th>Points of Course Components Used for Calculating Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Graded quizzes, taken in Bb. You will have 20 minutes to complete each of the fifteen 7-point quizzes, within a 2-hour time frame, 8:30-10:30 p.m. on the scheduled date for that quiz. (If this time frame doesn’t work for your schedule, speak with Dr. Avsar about a different time frame immediately!)</em></td>
<td>100</td>
</tr>
<tr>
<td>*Two midterm exams, tentatively scheduled for October 16 and November 29</td>
<td>200</td>
</tr>
</tbody>
</table>

Teaching Project
Must attend one of the orientation session offered by Junior Achievement, September 21, in class
Deadlines for turning in documentation: October 3, November 21 and November 28
All assignments are due BEFORE the beginning of class on the dates indicated.
Note: No late projects will be accepted.

Two reports based on that experience and your research into national data:
  1. JA Neighborhood Investigation
  2. “Macroeconomic Data v. JA Neighborhood Data” Project
All assignments are due via Blackboard Submit Assignments BEFORE the beginning of class that is AT MOST two weeks after your last JA class. Note: No late projects will be accepted.

OPTIONAL Comprehensive Final Exam, 2-3:30 p.m., Tuesday, December 12 – may be used to replace one of the two midterm exams. (No risk: The highest 2 of the 3 exam scores will be included for calculating your final grade.)

TOTAL** 500

* Bb quiz dates and midterm exam dates are subject to change, depending on the progress students are making toward comprehending the course material. Any changes in these dates will be announced in class.

**Extra Credit: Extra credit will become available from time to time. It can take several forms, including opportunities to participate in campus and community activities, and then writing brief reports about them. Extra credit opportunities are each worth 5 points.

PERFORMANCE EVALUATION AND GRADING
Student performance will be evaluated on the basis of quizzes, three term projects and the comprehensive final exam. Class attendance will be taken, and good attendance will be considered when assigning final letter grades if a student’s average is just below the borderline cutoff between letter grades. The material covered on examinations may include scheduled material from the text, class lecture and activities, including assignments and class presentations. Each quiz will be worth 7 points. If you must miss an exam, you need to provide
documentation of the exigency for missing it – BEFORE the scheduled exam, if possible. With this documentation, you may take the final exam as your make-up.

**NO LATE WORK WILL BE ACCEPTED!!! Your score on any late work will be zero (-0-).**

The Official Course Grade is determined by using the following scale:

- **A:** 90% or above (450+ points)
- **B:** 80 - 89.99% (400-449 points)
- **C:** 70 - 79.99% (350-399 points)
- **D:** 60 - 69.99% (300-349 points)
- **F:** below 60% (< 300 points)

The student’s performance, not the instructor, determines the course grade. No additional work will be given after the final exam to supplement a course grade. Grades are given based solely on student performance, not needs or any personal reasons. It is the students’ own responsibility to ensure that all scores are correct.

**NOTE:** Do **NOT** rely on the percentage reported to you by Blackboard. That percentage is based on what you have submitted, NOT on what has been assigned.

**OTHER ASPECTS OF THE COURSE**

**Relationship to the University Core Curriculum Program:** As an integral part of TAMU-CC’s Core Curriculum Program within the framework of the various curriculum perspectives outlined in the *Texas A&M University-Corpus Christi Undergraduate Catalog*, through its extensive coverage of related topics and other course requirements, Economics 2301 seeks to enhance students’ intellectual skills in the areas of written and oral communications, mathematical competency and critical thinking.

**How Economics 2301 addresses the curriculum perspectives of the Core Program:** The analysis of contrasting views of the impact of economic policies, such as fiscal, monetary and international trade policies and of regulations such as those related to prices, banking, labor practices, social assistance program and so on, will provide Economics 2301 students with an appreciation of how individuals relate to the larger society and to the entire world. The understanding of the operation of our free enterprise system, the economic roles of the government, consumers, businesses and other economic participants and the study of the “ethics of the marketplace” within the context of supply and demand analysis will equip Economics 2301 students will an appreciation of the principles and ethics and human interaction in the production, distribution and consumption of goods and services in our society.

Another perspective of the Core Curriculum, which deals with the relationships among abstract quantities, is addressed in Economics 2301 through the study of economic theories, which as simplifications of reality are often presented in abstract form through the use of graphs (supply and demand graphs, for example) to explain economic events or to forecast them. Additionally, related to this perspective, students in this class will learn how expectations about the future affect economic variables. Specifically, students in this class will understand how, for example, investors’ and bankers’ expectations about future inflation or about the future direction of monetary policy will affect current and future levels of prices, wages, interest rates, currency values, etc.

Although Economics 2301 is primarily a lecture oriented course, students do have opportunities to participate in class discussions, ask and answer questions in class and communicate with the instructor outside the classroom. Quizzes offer another opportunity for students to exchange ideas verbally and to enhance their listening and speaking skills.

The study of economics is not possible without **critical thinking and quantitative analysis.** The fundamental economic concept of “opportunity cost” and its applications in decision-making process provide Economics 2301 students with a valuable critical thinking tool. The examination of alternative economic theories and policies encourages students to evaluate the merits and drawbacks of each of them and, in this process, to sharpen their critical thinking skills. Similarly, numerical problem-solving on topics such as converting nominal into real Gross Domestic Product, estimating the rate of inflation and the rate of economic growth, the lending capacity of a bank and many other quantitative topics covered in Economics 2301 constitute effective ways through which students can improve their mathematical competency and their critical thinking skills.
**Relationship to Other Coursework:** An understanding of why and how the U.S. and other economies work is necessary for one to appreciate or participate in the current policy debates. Economic considerations are pervasive in public policy debates, analysis and decisions. Consequently, a basic knowledge of the macroeconomy and the use of economic reasoning are beneficial to every field of study, more especially business related studies.

**Ethical Perspectives:** This course considers both the positive approach to macroeconomic issues (i.e., what is) and the normative approach (i.e., what ought to be). As a result, students can develop insight into ethical issues.

**Global Perspectives:** Global economic trends, the economic performance and trade policy impact macroeconomic analysis and policy decisions. As a result, the global and intergenerational perspectives are critical to macroeconomic study.

**Demographic Diversity Perspectives:** Macroeconomic policy impacts various demographic groups differently, while these groups are also able to influence macroeconomic policy differently. Hence, the distributional effects of macroeconomic policy will be examined and discussed.

**Political, Social, Legal, Regulatory, and Environmental Perspectives:** In discussing the role of the government in an economy, various political, social, legal, regulatory, and environment issues and questions arise. These questions and issues are examined in the macroeconomic context, and sometimes, from the macroeconomic viewpoint.

**Attendance Policy:** Students are held responsible for class attendance. Class attendance is a necessary but not sufficient condition for active class participation and satisfactory course performance. Students absent from classes are responsible for making arrangements to submit assignments due, material discussed, and announcements made in class. Assignments/quizzes and exams missed due to absences cannot be made up except for illness, official university travel or other emergencies, in which case a doctor’s note or other official documentation is required to accompany the assignment. **Class attendance will be taken** and good attendance will be considered when assigning final letter grades if a student’s average is just below the borderline cutoff between letter grades.

**Extra Credit** will be made available from time to time, with each extra credit opportunity worth a maximum of 5 points.

**Cell Phone/Electronic Device Usage:** Cell phones are **not** to be used during class. If your individual circumstances REQUIRE that you be available for an urgent phone call, you should turn your ringer on silent. You may not use a laptop for taking notes **unless preapproved by Dr. Avsar,** and in such a case, you will be required to sit in the first or second row.

**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.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a score of zero for the assignment or test, and possibly (1) the grade of “F” for the course, and/or a record of this offense in your permanent university file.

Turning in another student’s work (assignments, quizzes, exams, etc.) without the knowledge of the instructor constitutes forgery of both the student turning in another one’s work and the student who completes the work.

**Student Code of Ethics:** This course, and all other courses offered by the College of Business (COB), requires all of its students to abide by the COB Student Code of Ethics (available online at [www.cob.tamucc.edu](http://www.cob.tamucc.edu)). Provisions and stipulations in the code are applicable to all students taking College of Business courses regardless of whether or not they are pursuing a degree awarded by the COB.
**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 your academic advisor, the Financial Aid Office, and me, before you decide to drop this course.** 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. **November 15** is the last day to drop a class with an automatic grade of “W” this term.

**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.

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.

**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](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.
Last Day of Withdrawal: Only students who complete the course withdrawal form to withdraw from all classes by the December 5 deadline will receive an automatic grade of “W.”

1. Teaching the Junior Achievement 5-session economics curriculum to elementary school students (will usually be completed by 2 partners)

NOTE: Junior Achievement requires specific paper forms for completion of the teaching project. Those paper forms must be handed in to Dr. Avsar at the beginning of class on or before the deadlines.

In order to accomplish this project, you must successfully complete these 8 steps:

(1) Select a teaching partner, before or during the 90-minute Junior Achievement (JA) orientation and training for volunteers. The dates and times of these sessions will be announced in class.

(2) Successfully complete the JA orientation and training for volunteers, as scheduled: In our class, Sept. 21.

(3) VERY SOON after the orientation, you must contact your assigned – or self-selected - elementary school teacher to set up a face-to-face appointment.

(4) At that appointment, you will discuss the curriculum, the teacher’s role and expectations, set up time to observe the class, and schedule your teaching times/dates.

(5) Observe the teacher and students.

(6) At the very beginning of your 1st session, administer the pre-program questionnaire.

(7) Deliver the Junior Achievement curriculum as planned.

(8) At the very end of your 5th session, administer the post-program questionnaire.

Your grade will in part be based on the elementary school cooperating teacher’s evaluation of your work, using the standard JA evaluation form, which your cooperating teacher will fax to JA, and then JA will fax to me.

**WARNING 1:** You must wear appropriate attire. Please observe what teachers are wearing. You may wish to ask your cooperating teacher what is, and what is not, appropriate attire. Dress code violations will result in your removal from the Junior Achievement teaching project, resulting in a failing grade on this portion of the course.

<table>
<thead>
<tr>
<th>Rubric for the Junior Achievement Project</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Meets Deadlines</strong></td>
</tr>
<tr>
<td>Handed in JA “Teacher Confirmation Form” early or on time, October 2</td>
</tr>
<tr>
<td>Handed in JA “Teacher Verification Form” early or on time, November 20</td>
</tr>
<tr>
<td>DETAILED Confidential contributions page, emailed in separately by each partner, before class, November 27</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Does Not Meet Expectations</th>
<th>Meets Some Expectations</th>
<th>Meets Most Expectations</th>
<th>Meets or Exceeds All Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taught the Junior Achievement curriculum to the elementary class (five units)</td>
<td>Taught 2 classes (10 points)</td>
<td>Taught 3 classes (20 points)</td>
<td>Taught 4 classes (30 points)</td>
<td>Taught All 5 classes (40 points)</td>
</tr>
<tr>
<td>Evaluation of your work by the cooperating teacher, faxed by the teacher from the school to the JA office</td>
<td>Earned &lt; 70% of points possible on teacher evaluation (0-8 points)</td>
<td>Earned 70-79% of points possible on teacher evaluation (9-17 points)</td>
<td>Earned 80-89% of points possible on teacher evaluation (18-26 points)</td>
<td>Earned 90%+ of points possible on teacher evaluation (27-30 points)</td>
</tr>
</tbody>
</table>
DEADLINES:

Junior Achievement Orientation: You and your partner must each attend the Junior Achievement orientation session, offered in class, September 22, to receive information on your JA teaching responsibilities.

In your Seminar class, you and your partner will be assigned a cooperating teacher whose students you’ll be teaching. *The times of these sessions will be announced in your seminar class.*

You must submit these reports by the deadlines indicated below, to receive CREDIT for this project:

By **October 2** (15 points): JA’s “Teacher Confirmation Form,” which documents your agreement with your cooperating teacher, brought **BY EACH INDIVIDUAL** to Dr. Avsar at the beginning of class

By **November 20**: Completed Participation Record and Verification Form brought to class – or submitted through Bb (15 points)

By **November 27**, before class: Each teaching partner must submit through Bb a confidential report, indicating (1) the relative contributions of each partner - including yourself; (2) describing work assignments contributed by each; and (3) proportion (or percentage) of the total work completed by each. (15 points)

Point Distribution for Teaching Project, Completed by Student Partners:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Handed in JA “Teacher Confirmation Form” on time, October 2</td>
<td>10</td>
</tr>
<tr>
<td>Fulfilled your obligations:</td>
<td></td>
</tr>
<tr>
<td>• Taught the Junior Achievement curriculum to the elementary class (five units)</td>
<td>40</td>
</tr>
<tr>
<td>• Evaluation of your work by the cooperating teacher, faxed by the teacher from the school to the JA office</td>
<td>30</td>
</tr>
<tr>
<td>Handed in JA “Teacher Verification Form” on time, November 20</td>
<td>10</td>
</tr>
<tr>
<td>DETAILED Confidential contributions page, submitted to Bb separately by each partner, before class, November 27</td>
<td>10</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100</td>
</tr>
</tbody>
</table>

**TWO OUT-OF-CLASS RESEARCH REPORTS** (total of 100 points possible)

Two projects are required:

1. **JA Neighborhood Investigation** (50 points)

   You will follow the instructions provided in your Seminar class, and you will submit this report for credit in both courses.

2. **Macroeconomic Data v. JA Neighborhood Data – Comparative Investigation** (50 points)

   *This report is due via Bb Submit Reports at most two weeks after your last JA classroom visit, or December 5, whichever is earlier.*

   - You will research the appropriate national database(s) to show a comparison of your school’s neighborhood to national data, focusing on two or three JA neighborhood demographic characteristics.

   - The research assignment may be done individually or by 2 partners.

   - You will submit an electronic file to the appropriate “Submit reports” folder in Bb.
I will know the paper comes from you by seeing your name (and your partner's name, if working with another student in this class) on your title page.

WRITTEN REPORT: Students must find at least one online database for a time period ending December 2016 or later, on an issue related to the characteristics you have chosen. You (or you and your partner) will write a 2-page paper concerning the national data and how this compares to your JA school’s neighborhood(s), with the entire paper written in your own words. The first page will describe and explain the differences and similarities; the second page will consist of a table that shows the comparative numbers. DO NOT include quotes!!!

Before you submit your paper, at least one week before it is due, you will be responsible for running your paper through turnitin.com, to look for any evidence of plagiarism. Instructions will be posted in Bb for doing this.

If your report contains ANY evidence of plagiarism when it is submitted to Dr. Avsar, the maximum score the case study will be scored is based on 30 points, NOT 55 points. Dr. Avsar reserves the right to award a score of zero (-0-) on the paper as a result of evidence of gross plagiarism.

Your report must:

- Explain/summarize the data sets/reports, and
- Use theory from our course to explain/interpret this information, relative to your JA school’s neighborhood(s), specifically to show that you understand the relevant theory from our course/text.

Your written reports must be submitted via Bb, before class on each of the due dates, and must include the following 4 items:

A. Title Page, which includes the following information:
   1. Your name (followed by the name of your partner, if you work with a partner)
   2. Your course and section numbers

B. The first page of your report must be at a minimum 1 FULL page in length. This TWO-page paper will be (a) a summary and (b) analysis of the data, with emphasis on explaining how it relates to the how your JA neighborhood is similar or different.

C. Citations of all reference materials you used, using APA or MLA style, on a page that follows the 2-page body of your report.

Use “Submit reports” in Bb to submit this report as a single MSWord file. Be sure your name(s) and course/section numbers are provided on a title page.

Note & WARNING: You must cite all references. Failure to do so will result in disciplinary action, which may lead to failure in the class. Current technology makes it easy to find evidence of uncited sources.

NOTE: For this assignment, I will know the paper comes from you by seeing your name(s) at the top of the cover sheet.

Formatting: This report must be written in MSWord, or a program that can be read by MSWord, in Times New Roman font, 12-point type, double-spaced, with 1-inch margins all around.

See the specific grading criteria on the page below.

The College of Business subscribes to http://www.turnitin.com, which will analyze your paper using (1) a powerful Internet search and (2) its entire library of other student papers that have been submitted. If you found the source on the web and did not later rewrite in your own words, turnitin.com will also find the source.
If you complete the project by yourself:

Point Distribution for Report Written by an Individual Student*:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic fulfilled the assignment:</td>
<td>30</td>
</tr>
<tr>
<td>• How well the selected data illustrates the similarities and differences between the neighborhood and the national data</td>
<td>15</td>
</tr>
<tr>
<td>• Paper uses appropriate definitions/concepts</td>
<td>15</td>
</tr>
<tr>
<td>Writing mechanics:</td>
<td>20</td>
</tr>
<tr>
<td>• Relevant writing of appropriate length</td>
<td>10</td>
</tr>
<tr>
<td>• Clarity and correct formatting of writing</td>
<td>10</td>
</tr>
<tr>
<td>TOTAL</td>
<td>50</td>
</tr>
</tbody>
</table>

*See the rubric on p. 10 for more detailed information.

If you complete the project with a partner, these two pieces of documentation must be submitted as separate files:

(a) Refer to Items A, B & C on the previous page for what must be included the written report, being sure to include the names of both partners on the title page.

(b) A confidentially submitted report, indicating (i) the relative contributions of each - including yourself - describing ALL work assignments contributed by each, and (ii) the proportion (or percentage) of the total work completed by each.

Point Distribution for Report Written by Student Partners**:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic fulfilled the assignment:</td>
<td>26</td>
</tr>
<tr>
<td>• How well the selected data illustrates the similarities and differences between the neighborhood and the national data</td>
<td>13</td>
</tr>
<tr>
<td>• Paper uses appropriate definitions/concepts</td>
<td>13</td>
</tr>
<tr>
<td>Writing mechanics:</td>
<td>18</td>
</tr>
<tr>
<td>• Relevant writing of appropriate length</td>
<td>9</td>
</tr>
<tr>
<td>• Clarity and correct formatting of writing</td>
<td>9</td>
</tr>
<tr>
<td>Confidential contributions page, emailed in separately by each partner</td>
<td>6</td>
</tr>
<tr>
<td>TOTAL</td>
<td>50</td>
</tr>
</tbody>
</table>

**See the rubric on p. 11 for more detailed information.
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Does Not Meet Expectations</th>
<th>Meets Some Expectations</th>
<th>Meets Most Expectations</th>
<th>Meets or Exceeds All Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>How well the selected data illustrates the similarities and differences between the neighborhood and the national data (15 points possible)</td>
<td>Little or no relationship comparison (0 to 4 points)</td>
<td>A moderate amount of comparison (5 to 8 points)</td>
<td>Moderate to thorough comparison (9 to 12 points)</td>
<td>Excellent comparison (13 to 15 points)</td>
</tr>
<tr>
<td>Report uses appropriate definition(s) and concept(s) correctly</td>
<td>Writing does not relate or shows minimal relationship to the concept or uses wrong definition. (0 to 4 points)</td>
<td>Describes/explains relevant concept, but analysis lacks depth. (5 to 8 points)</td>
<td>Concept and definition are not well integrated. Analysis is comprehensive. Adequately relates to the concept. (9 to 12 points)</td>
<td>Analysis is comprehensive. Strongly relates to the concept. (13 to 15 points)</td>
</tr>
<tr>
<td>Relevant writing of appropriate length (10 points possible)</td>
<td>Fails to accurately use APA or MLA to format sources in the body of the report and in the *References section and fails to accurately/fully document sources within the paper. Overly wordy or not providing enough information. (0 to 2 points)</td>
<td>Fails to accurately use APA or MLA to format sources in the body of the report and in the References section and fails to accurately/fully document some sources within the paper. Some passages either overly wordy or not providing enough information. (3 to 5 points)</td>
<td>Fails to accurately format sources in the body of the report and/or in the References section but accurately documents all sources within the paper. (6 to 8 points)</td>
<td>Almost always accurately uses APA or MLA to format sources in the body of the report and in the References section and accurately/fully documents sources within the paper. (9 to 10 points)</td>
</tr>
<tr>
<td>Clarity/Formatting (10 points possible)</td>
<td>Writing unclear. Provides no introduction. Fails to follow syllabus instructions on formatting and/or APA/MLA formatting. (0 to 2 points)</td>
<td>Numerous passages unclear and/or not providing enough information. Fails to follow syllabus instructions on formatting or APA/MLA formatting. (3 to 5 points)</td>
<td>Some passages unclear. Often follows syllabus instructions on formatting and APA/MLA formatting, but not throughout the report. (6 to 8 points)</td>
<td>Almost all passages clear. Follows syllabus instructions on formatting and APA/MLA formatting throughout the report. (9 to 10 points)</td>
</tr>
</tbody>
</table>

*Failure to document sources can result in a score of zero (-0-) on the paper if egregious, or at most 50%, no matter how many points the paper would have otherwise earned in the other categories.*
## Rubric for Scoring the “Macroeconomics v. JA Neighborhood Investigation” Report, written by two students

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Does Not Meet Expectations</th>
<th>Meets Some Expectations</th>
<th>Meets Most Expectations</th>
<th>Meets or Exceeds All Expectations</th>
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</thead>
<tbody>
<tr>
<td>How well the selected data illustrates the similarities and differences between the neighborhood and the national data (13 points possible)</td>
<td>Little or no relationship comparison (0 to 3 points)</td>
<td>A moderate amount of comparison (4 to 6 points)</td>
<td>Moderate to thorough comparison (7 to 9 points)</td>
<td>Excellent comparison (10 to 13 points)</td>
</tr>
<tr>
<td>Report uses appropriate definition(s) and concept(s) correctly (13 points possible)</td>
<td>Writing does not relate or shows minimal relationship to the concept or uses wrong definition. (0 to 3 points)</td>
<td>Describes/explains relevant concept, but analysis lacks depth. (4 to 6 points)</td>
<td>Concept and definition are not well integrated. Analysis is comprehensive. Adequately relates to the concept. (7 to 9 points)</td>
<td>Analysis is comprehensive. Strongly relates to the concept. (10 to 13 points)</td>
</tr>
<tr>
<td>Relevant writing of appropriate length (9 points possible)</td>
<td>Fails to accurately use APA or MLA to format sources in the body of the report and in the *References section and fails to accurately/fully document sources within the paper. Overly wordy or not providing enough information. (0 to 2 points)</td>
<td>Fails to accurately use APA or MLA to format sources in the body of the report and in the References section and fails to accurately/fully document some sources within the paper. Some passages either overly wordy or not providing enough information. (3 to 4 points)</td>
<td>Fails to accurately format sources in the body of the report and/or in the References section but accurately documents all sources within the paper. (5 to 7 points)</td>
<td>Almost always accurately uses APA or MLA to format sources in the body of the report and in the References section and accurately/fully documents sources within the report. (8 to 9 points)</td>
</tr>
<tr>
<td>Clarity/ Formatting (9 points possible)</td>
<td>Writing unclear. Provides no introduction. Fails to follow syllabus instructions on formatting and/or APA/MLA formatting. (0 to 2 points)</td>
<td>Numerous passages unclear and/or not providing enough information. Fails to follow syllabus instructions on formatting or APA/MLA formatting. (3 to 4 points)</td>
<td>Some passages unclear. Often follows syllabus instructions on formatting and APA/MLA formatting, but not throughout the report. (5 to 7 points)</td>
<td>Almost all passages clear. Follows syllabus instructions on formatting and APA/MLA formatting throughout the report. (8 to 9 points)</td>
</tr>
</tbody>
</table>

*Failure to document sources can result in a score of zero (-0-) on the paper if egregious, or at most 50%, no matter how many points the paper would have otherwise earned in the other categories.*
**Module 1: Overview of Economics – Aug. 28 & 30, and Sept. 1 & 6**

**Topics:**
- Course Introduction:
  - What is Economics?
  - What is Macroeconomics?

**Readings:**
- Read Lecture 1: Overview of Economics (Download on Bb)
- Read Chapter 1: 10 principles of economics (pp. 3 - 17)
- Read Chapter 2: Thinking like an economist 2 (pp. 19 - 45)

**Assignment:**
- Complete Worksheet 1 (Download on Bb)
- Check and Correct with Worksheet 1 Key (Download on Bb)

**Bb Quiz 1, Sept. 6: Syllabus Quiz** (20 min. between 8:30 & 10:30 p.m. CST, on Blackboard)

**Module 2: The Realm and Data of Macroeconomics – Sept. 8, 11, 13 & 15 & 18**

**Topics:**
- The Business Cycle and Stock Market Cycle
- Measuring a Nation’s Income
- 2 graphs for macroeconomic analysis: Y and Y* graph, AS = AD graph
- Economic Indicators
- Stock Markets and Personal Finance

**Readings:**
- Read Lecture 2: The Realm and Data of Macroeconomics (Download on Bb)
- Read Chapter 23: Measuring a Nation’s Income (473 - 494) – Sept. 7 & 12
- Read Chapter 33: Aggregate Demand and Aggregate Supply– Sept. 12, 14 & 19
  (Note: Read only parts of this chapter, pp. 707 – 714, 720 – 723, 729 – 731 & 737 – 740)

**Assignment:**
- Complete Worksheet 2 (Download on Bb)
- Check and Correct with Worksheet 2 Key (Download on Bb)

**Bb Quiz 3, Sept. 18: Chapter 23** (20 min. between 8:30 & 10:30 p.m. CST, on Blackboard)

**Bb Quiz 4, Sept. 20: Chapter 33** (20 min. between 8:30 & 10:30 p.m. CST, on Blackboard)

**JA Orientation, Sept. 22:** If you do not attend class this day, you will be required to schedule a make-up time for this orientation.

**Module 3: Production and Growth – Sept. 20 & 25 & 27**

**Topics:**
- Per Capita GDP and Determinants of Growth
- Population and Labor Growth

**Readings:**
- Read Lecture 3: Production and Growth (Download on Bb)
- Read Chapter 25: Production and Growth (pp. 515 - 540)

**Assignment:**
- Complete Worksheet 3 (Download on Bb)
- Check and Correct with Worksheet 3 Key (Download on Bb)
### Module 4: Measuring the Cost of Living: Inflation – Sept 29, Oct. 2 & 4

**Topics:**
- Inflation Measures: CPI and IPD, and the effects of Inflation on Interest Rates

**Readings:**
- Read Lecture 4: Measuring the Cost of Living: Inflation (Download on Bb)
- Read Chapter 24: Measuring the Cost of Living (pp. 495 - 512)

**Assignment:**
- Complete Worksheet 4 (Download on Bb)
- Check and Correct with Worksheet 4 Key (Download on Bb)

### Module 5: Unemployment – Oct. 6 & 9 & 11 & 13

**Topics:**
- Types of Unemployment and Analysis
- Okun’s Law and the Phillip’s Curve

**Readings:**
- Read Lecture 5: Unemployment (Download on Bb)
- Read Chapter 28: Unemployment (pp. 577 - 599)

**Assignment:**
- Complete Worksheet 5 (Download on Bb)
- Check and Correct with Worksheet 5 Key (Download on Bb)

### Midterm 1, October 16: Chapters 1, 2, 23, 24, 28 & 33

### Junior Achievement Orientation – Oct. 18

### Module 6: The Design of the Tax System – Oct. 20, 23 & 25 & 27

**Topics:**
- Federal, State, and Local Government Income and Spending
- Taxes, Efficiency, and Equity

**Readings:**
- Read Lecture 6: The Design of the Tax System (Download on Bb)
- Read Chapter 12: The Design of the Tax System (pp. 227 - 244)

**Assignment:**
- Complete Worksheet 6 (Download on Bb)
- Check and Correct with Worksheet 6 Key (Download on Bb)

### Module 7: AS = AD Equation; Saving, Investment, and the Financial System – Oct. 30 & Nov. 1 & Nov 3 & Nov 6

**Topics:**
- AS = AD equation
- Saving, Investment, and the Financial System
- Budget Deficits, the National Debt, and Fiscal Policy

**Readings:**
- Read Lecture 7: AS = AD equation; Saving, Investment, and the Financial System (Download on Bb)
- Review Chapter 23: Measuring a Nation’s Income (pp. 473 - 494) (Chapter 23 was read in Module 2.)
- Read Chapter 26: Saving, Investment, and the Financial System (pp. 541-561)

**Assignment:**
- Complete Worksheet 7 (Download on Bb)
Check and Correct with Worksheet 7 Key (Download on Bb)

**Bb Quiz 9, Nov. 7:** Chapter 23 (20 min. between 8:30 & 10:30 p.m. CST, on Blackboard)

**Bb Quiz 10, Nov. 9:** Chapter 26 (20 min. between 8:30 & 10:30 p.m. CST, on Blackboard)

Module 8: AS = AD Graph, Fiscal Policy, and Supply Side Economics – Nov. 8 & 10 & 13

- **Topics:**
  - Fiscal Policy and Stabilization
  - Supply Side Economics

- **Readings:**
  - Read Lecture 8: AS = AD Graph, Fiscal Policy, and Supply Side Economics (Download on Bb)
  - Review Chapter 12: The Design of the Tax System (pp. 227 - 244)
  - Review Chapter 26: Saving, Investment, and the Financial System (pp. 541 - 561)
  - Read Chapter 33: Aggregate Demand and Aggregate Supply (pp. 701 - 736)
    - (Parts of Chapter 33 were covered in Module 2.)

- **Assignment:**
  - Complete Worksheet 8 (Download on Bb)
  - Check and Correct with Worksheet 8 Key (Download on Bb)

**Bb Quiz 11, Nov. 14:** Chapter 12 (20 min. between 8:30 & 10:30 p.m. CST, on Blackboard)

**Bb Quiz 12, Nov. 16:** Chapter 26 (20 min. between 8:30 & 10:30 p.m. CST, on Blackboard)

**Bb Quiz 13, Nov. 20:** Chapter 33 (20 min. between 8:30 & 10:30 p.m. CST, on Blackboard)

Module 9: Money, The Monetary System, and Monetary Policy – Nov. 15, 17 & 20 & 27

- **Topics:**
  - Money and Its History
  - The Equation of Exchange
  - The Federal Reserve System
  - Monetary Policy
  - Money Supply and Money Demand
  - Money Creation and the Money Multiplier

- **Readings:**
  - Read Lecture 9: Money, The Monetary System, and Monetary Policy (Download on Bb)
  - Read Chapter 29: The Monetary System (pp. 603 - 625)
  - Read Chapter 30: Money Growth and Inflation (pp. 627 - 650)

- **Assignment:**
  - Complete Worksheet 9 (Download on Bb)
  - Check and Correct with Worksheet 9 Key (Download on Bb)

**Bb Quiz 14, Nov. 23:** Chapter 29 (20 min. between 8:30 & 10:30 p.m. CST, on Blackboard)

**Bb Quiz 15, Nov. 27:** Chapter 30 (20 min. between 8:30 & 10:30 p.m. CST, on Blackboard)

**Midterm 2, November 29:** Chapters 12, 23, 26, 29, 30 & 33

December 1: Midterm 2 results and calculation for whether to take the optional final exam

December 4: Review for the optional final exam

**Optional COMPREHENSIVE Final Exam, 2-3:30 p.m., Tuesday, December 12**

* Schedule may change due to unexpected circumstances. Any such changes will be announced in class and in Bb.*