

2301 Fall Macroeconomics Online

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Office Hours: By Appointment

Course Objective: We will cover Macroeconomics, a study of the economy as a whole or its basic subdivisions or aggregates, such as government, household, and business sectors. Macroeconomics speaks of such economic measures as total output, total unemployment, total income, aggregate expenditures, and the general level of prices in analyzing various economic problems. Our goal is to be able to develop a model to be used to interpret economic events, problems, and more importantly, solutions.

Textbook: Sexton "Exploring Economics 6 Ed"

Text is recommended but ***not required***

Learning Outcomes

Upon successful completion of this course, students will:

1. Explain the role of scarcity, specialization, opportunity cost, and cost/benefit analysis in economic decision-making.
2. Identify the determinants of supply and demand; demonstrate the impact of shifts in both market supply and demand curves on equilibrium price and output.
3. Compare alternative economic systems with respect to the role of government and the private sector.
4. Define and measure national income and rates of unemployment and inflation.
5. Identify the phases of the business cycle and the problems caused by cyclical fluctuations in the market economy.
6. Define money and the money supply; describe the process of money creation by the banking system and the role of the central bank.
7. Construct the aggregate demand and aggregate supply model of the macro economy and use it to illustrate macroeconomic problems and potential monetary and fiscal policy solutions.
8. Explain the mechanics and institutions of international trade and their impact on the macro economy.
9. Define economic growth and identify sources of economic growth.

Email

Check your emails frequently and the announcements frequently.

Blackboard

The course will be completed in Blackboard. If you are experiencing difficulties logging in to Blackboard, contact the help number at **335-6673**.

Grades

Your grade will be based upon a total accumulation of points.

A = 700 - 630 points

B = 629 - 560 points

C = 559 - 490 points

Grade Weights

Tests count for forty points each and all other assignments count for twenty points.

Types of Assignments

Tests: There will be a module test at the end of each learning module. There will be seven tests in all. You will have a maximum of two attempts on each test. The grade I see in blackboard is your last attempt. If your first test grade is higher than your second attempt, email me with that information.

Warning: If you see a message that says “waiting to be graded” or something close to that, contact me via email immediately. This means that blackboard did not record your attempt. Do not try to take your test on your cell phone. Blackboard will reject most of those attempts. Do not save your test and try to come back to it later. That can mess up the grading on blackboard.

Discussion Questions: There will be several discussion questions. I want a thoughtful response and more than several lines. Each discussion question is worth twenty points each.

Learning Activities: Learning activities will include fill in the blank activities and quizzes. These may be taken as many times as you would like up to the deadline. They will all be worth twenty points each.

Final Exam: There is no comprehensive final exam. The last test is simply the last test.

Course Due Dates

The Due Dates are posted on the calendar below. You must finish each Learning Module before the assigned due date. You may work ahead. The first and the second learning modules have no date.

Your grade is based upon a point system Do not go by the grade blackboard shows. Blackboard becomes inaccurate if I leave zeroes as blanks. Any questions contact me

Important

If you have an emergency, such as a death in the family or a hospitalization, please contact me. If reasonable, I will try to work with you. A family vacation is not an emergency. The sooner you can contact me the better.

Lesson	Dates	PowerPoint's	Assignments
Learning Module 1 Introduction to Economics	No Due Date	The Role and Method of Economics Economics: Eight Powerful Ideas Scarcity, Trade-Offs, and Production Possibilities	Introduce yourself discussion* LM 1 Activity Module Test *please have this discussion completed early
Learning Module 2 Supply and Demand	No Due Date	Demand, Supply, and Market Equilibrium Markets in Motion and Price Controls	LM 2 Activity 1 LM 2 Activity 2 Discussion Question Module Test
Learning Module 3 Macroeconomic Foundations	Due: Sept 17	Introduction to Macroeconomics Measuring Economic Performance	LM 3 Activity 1 LM 3 Activity 2 LM 3 Activity 3 Discussion: Winners and Loser of Inflation Module Test
Learning Module 4 Macroeconomic Foundations	Due: Oct 8	Economic Growth in the Global Economy Financial Market, Saving, and Investment	LM 4 Activity 1 LM 4 Activity 2 Discussion: Reading on Innovation Module Test
Learning Module 5 The Macroeconomic Models	Due: Oct 22	Aggregate Demand and Aggregate Supply The Aggregate Expenditure Model	LM 5 Activity 1 LM 5 Activity 2 LM 5 Activity 3 Module Test
Learning Module 6 Macroeconomic Policy	Due: Nov 27	Fiscal Policy Monetary Institutions The Federal Reserve System	LM 6 Activity 1 LM 6: Activity 2 LM 6: Activity 3 LM 6: Activity 4

		Issues in Macroeconomic Theory	Module Test
Learning Module 7 The Global Economy	Due: Dec 14	International Trade International Finance	LM 7: Activity 1 LM 7: Activity 2 Module Test

Student Success Coaches

The Odessa College Student Success Coaches will help you stay focused and on track to complete your educational goals. If an instructor sees that you might need additional help or success coaching, he or she may submit a Retention Alert or a Starfish Alert. A Student Success Coach will contact you to work toward a solution.

Students with Special Needs

Any student who because of a disability may require special arrangements to meet course requirements should contact the instructor as soon as possible to make any necessary accommodations. It is OC policy to provide reasonable accommodation to students with disabilities.

Expectations

Reasonable Expectations of Engagement for Instructors

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
 - provided my contact information at the beginning of the syllabus;
 - respond to all messages within 24 hours if received Monday through Thursday and within 48 hours if received Friday through Sunday; and,
 - notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I'm unavailable.
2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
 - provide clear information about grading policies and assignment requirements in the course syllabus, and
 - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.
3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
 - post grades for discussion postings within one week of the discussion thread closing.
 - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

Reasonable Expectations of Engagement for Students

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
 - line up alternative computer and internet access in case my primary computer crashes or my internet services is unavailable;
 - recognize that the college provides free wi-fi and computer labs during regular campus hours to help me with accessing my course; and,
 - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my equipment or service is unreliable.
2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to
 - getting “kicked off” of the system during tests or quizzes;
 - having trouble submitting assignments; and
 - dealing with a traumatic personal event.
3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
 - seek out help from my instructor and/or from tutors;
 - ask questions if I don’t understand; and,
 - access my course several times during the week to keep up with assignments and announcements.

Changes to Course Outline

I reserve the right to change the course outline