Course Inventory Change Request

New Course Proposal

Date Submitted: 11/06/14 1:55 pm

Viewing: ECON 2033: Principles of Macroeconomics

Last edit: 11/06/14 1:54 pm

Changes proposed by: STERNLI

Submitter: STERNLI
Phone: 4-2917

Proposing College/School: College of Liberal Arts

Department: Economics

Effective Term: Fall 2015

Subject Code: Economics (ECON)

Course Number: 2033

ECON2030 is an existing university core class. The purpose of creating the ECON2033 is to give students an opportunity to take the course through distance learning if they have to be off campus in the summer. Distance learning will allow motivated students to advance through their course of study at a faster pace. The distance learning option will provide more flexibility in scheduling classes – both for the student and the Economics department. It will also contribute to the department’s desire to be in line with the university’s strategic plan.

Course Title: Principles of Macroeconomics

Abbreviated Title: Principles of Macroeconomics

<table>
<thead>
<tr>
<th>Schedule Type</th>
<th>Contact/Group Hours</th>
<th>Weekly or Per Term?</th>
<th>Credit Hours</th>
<th>Anticipated Enrollment</th>
</tr>
</thead>
</table>

In Workflow

1. ECON Chair
2. LA Undergraduate Curriculum Committee Chair
3. LA Editor
4. LA Associate Dean
5. DistanceEducation1
6. DistanceEducation2
7. Coordinator Curriculum Management
8. University Curriculum Committee Chair
9. Coordinator Curriculum Management

Approval Path

1. 11/06/14 2:36 pm STERNML: Approved for ECON Chair
2. 11/17/14 10:21 am SUTTODA: Approved for LA Undergraduate Curriculum Committee Chair
3. 11/17/14 11:08 am LWC0003: Approved for LA Editor
4. 11/17/14 11:12 am ISRAECA: Approved for LA Associate Dean
5. 11/18/14 9:52 am S2C0024: Approved for DistanceEducation1
6. 11/18/14 10:05 am ALIASIM: Approved for DistanceEducation2

Course Credit:
**Course Description:**
This course covers fundamentals of macroeconomics and provides insights into how an economy as a whole functions. Some of the topics discussed will be unemployment, economic growth, inflation, aggregate demand and aggregate supply, monetary and fiscal policies.

**May Count Either:**
- ECON 2030 - Principles of Macroeconomics
- ECON 2033 - Principles of Macroeconomics

**Course Objectives/Outcomes:**
1.) Compute basic indicators of economic performance;
2.) Identify business cycles in the economy and analyze their causes;
3.) Discuss different government policies and evaluate their effects on the economy;
4.) Analyze and assess statements about major economic events using concepts, formulas, and graphs that they learn in this course.

<table>
<thead>
<tr>
<th>Is this course considered University Core?</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which Student Learning Outcomes are achieved?</td>
<td>SL08 Informed Engaged Citizens</td>
</tr>
</tbody>
</table>

Outcomes will be assessed by placing a set of multiple choice questions (written by our department assessment committee) on the last exam (Exam #3). The student performance on those questions will then be mapped into a four-category rubric that follows the SLOs as described by the senate's core curriculum and general ed committee.

Attached Rubric(s): slo8 assessdoc2013.docx

**Course Content Outline**

<table>
<thead>
<tr>
<th>Week 1:</th>
<th><strong>Reading:</strong> “Economics: Foundations and Models” (textbook, Power Point lecture notes, Panopto podcast)</th>
<th><strong>Graded assignments:</strong> 1.) HW#1 (in Myconlab)</th>
</tr>
</thead>
</table>

| Week 2: | **Reading:** “GDP: Measuring Total Production and Income” (textbook, Power Point lecture notes, Panopto podcast) | **Graded assignments:** 1.) HW#2 (in Myconlab) 2.) Discussion #1 (on Canvas) |

| Week 3: | **Reading:** “Unemployment and Inflation” (textbook, Power Point lecture notes, Panopto podcast) | **Graded assignments:** 1.) HW#3 (in Myconlab) 2.) EXAM #1 (in Myconlab) |

| Week 4: | **Reading:** “Economic Growth, the Financial System, and Business Cycles” (textbook, Power Point lecture notes, Panopto podcast) | **Graded assignments:** 1.) HW#4 (in Myconlab) 2.) Discussion #2 (on) |
**Canvas**

**Week 5:**  
**Reading:** “Long-Run Economic Growth: Sources and Policies”

(textbook, Power Point lecture notes, Panopto podcast)

**Graded assignments:** 1.) HW#5 (in Myeconlab)  
2.) Discussion #3 (on Canvas)

**Week 6:**  
**Reading:** “Aggregate Expenditure and Output in the Short Run, Part 1” (textbook, Power Point lecture notes, Panopto podcast)

**Graded assignments:** 1.) HW#6 (in Myeconlab)

**Week 7:**  
**Reading:** “Aggregate Expenditure and Output in the Short Run, Part 2” (textbook, Power Point lecture notes, Panopto podcast)

**Graded assignments:** 1.) HW#7 (in Myeconlab)  
2.) EXAM #2 (in Myeconlab)

**Week 8:**  
**Reading:** “Aggregate Demand and Aggregate Supply Analysis, Part 1” (textbook, Power Point lecture notes, Panopto podcast)

**Graded assignments:** 1.) HW#8 (in Myeconlab)  
2.) Discussion #4 (on Canvas)

**Week 9:**  
**Reading:** “Aggregate Demand and Aggregate Supply Analysis, Part 2” (textbook, Power Point lecture notes, Panopto podcast)

**Graded assignments:** 1.) HW#9 (in Myeconlab)

**Week 10:**  
**Reading:** “Money, Banks, and the Federal Reserve System” (textbook, Power Point lecture notes, Panopto podcast)

**Graded assignments:** 1.) HW#10 (in Myeconlab)  
2.) EXAM #3 (in Myeconlab)

**Week 11:**  
**Reading:** “Monetary Policy” (textbook, Power Point lecture notes, Panopto podcast)
Graded assignments: 1.) HW#11 (in Myeconlab)

Week 12: Reading: "Taylor Rules" (textbook, Power Point lecture notes, Panopto podcast)

Graded assignments: 1.) HW#12 (in Myeconlab)

2.) Discussion #5 (on Canvas)

Week 13: Reading: “Fiscal Policy” (textbook, Power Point lecture notes, Panopto podcast)

Graded assignments: 1.) HW#13 (in Myeconlab)

Week 14: Reading: "Fiscal policy and budget deficits" (textbook, Power Point lecture notes, Panopto podcast)

Graded assignments: 1.) HW#14 (in Myeconlab)

Week 15: Reading: Review&Catch-up

Graded assignments: 1.) HW#15 (in Myeconlab)

2.) EXAM #4 (in Myeconlab)

Three types of assignments will be used to assess the four course learning objectives:

1.) Discussions (10% or 100 points total): students will be required to make 5 discussion posts on Canvas on a certain economic topic. In addition to making their own posts (and after they make their own post), students will be asked to comment on two randomly assigned posts made by other students using the material they learn in this class. Discussion boards will be available on Tuesday and due by 11:59 p.m. on Friday on the assigned weeks;

2.) Homeworks (30% or 300 points total): students will be assigned homeworks on a weekly basis, i.e., a total of 15 homeworks. Homeworks will be assigned on Tuesday of each week and will have to be submitted by 11:59 p.m. on Friday of the same week through Myeconlab (by Pearson Education). Homeworks will not be timed and will not have to be completed in one sitting. Students will get two attempts on each question/problem in a homework;

3.) Exams (60% or 600 points total): students will be given 4 equally-weighted exams on Week 3 (15%), Week 7 (15%), Week
10 (15%), and Week 15 (15%). Exams will be available on Myeconlab on Fridays of Week 3, Week 7, Week 10, and Week 15 and will be due by 11:59 p.m. on Sunday of the same week. Exams will be timed (1 hr 15 minutes per exam) and will have to be completed in one sitting.

In addition to the above discussed assignments, students will be required to read certain chapters from the textbook (Hubbard, O'Brien "Macroeconomics", 5th ed.) every week. Also, Power Point lectures will be posted on Canvas every week and will be optional for students to read. Panopto podcasts of the solved problem set from each lecture will be available every week on Canvas.

1,000 points possible; a standard 10% grading scale:

<table>
<thead>
<tr>
<th>Rubric and Grading Scale</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>900 - 1,000 points or 90%-100% = A</td>
<td></td>
</tr>
<tr>
<td>800 - 899 points or 80%-89% = B</td>
<td></td>
</tr>
<tr>
<td>700 - 799 points or 70%-79% = C</td>
<td></td>
</tr>
<tr>
<td>600 - 699 points or 60%-69% = D</td>
<td></td>
</tr>
<tr>
<td>below 600 or below 60% = F</td>
<td></td>
</tr>
</tbody>
</table>

Supplemental Information For Addition Of Distance Education Course

The purpose of creating the ECON2033 is to give students an opportunity to take the course through distance learning if they have to be off campus in the summer. Distance learning will allow motivated students to advance through their course of study at a faster pace. The distance learning option will provide more flexibility in scheduling classes – both for the student and the Economics department. It will also contribute to the department’s desire to be in line with the university’s strategic plan.

Access to Resources

Online resources will be available through the current course management system (Canvas).

Course Content Delivery

Students will be required to read certain chapters from the textbook. Power Point lecture notes will also be posted on Canvas every week and will be optional for students to read. Solved problems from each Power Point lecture will be posted as Panopto podcasts on Canvas every week. Students may be given links to third-party websites to read economics-related articles or news and asked to make discussion posts about them on Canvas. Students will be required to purchase Myeconlab access codes to be able to see and submit their homework assignments and exams.
Course Interaction

Students will be able to communicate with the instructor via the following methods: University e-mail, the Canvas discussion board, Skype (by appointment,) and on-campus office hours (by appointment). Students will be able to communicate with each other on Canvas on the informal discussion board titled "Virtual Coffee Shop". They will also communicate with each other while making discussion posts throughout the semester as each of the five discussion assignments will require them to comment on two other students' posts after making their own post on a specific economic issue/news/article, etc.

Attachments

SUTTODA (09/19/14 2:37 pm): Rollback: Committee
Concerns:
[1] Resources: The question is whether the department/college has resources (faculty, facilities, etc.) to offer the proposed course. I would suggest changing statement here to read: "Existing department and college resources are sufficient."

[2] Outcomes Assessment: the statement here is preferable to ECON 2023 proposal. I would suggest improving both (assuming same method applies to both) with something along these lines: Outcomes will be assessed by placing a set of multiple choice questions (written by our department assessment committee) on the last exam (Exam #3). The student performance on those questions will then be mapped into a four-category rubric that follows the SLOs as described by the senate's core curriculum and general ed committee. Then I would suggest an attachment containing the following: a. the SLO 8 rubric as approved by Senate; b. sample exam questions (from a previous term) that map to the rubric OR a description of how you will go from the exam to the rubric and draw conclusions about student attainment of the SLOs.

[3] Course Schedule is set for 10 weeks. UCC will require it to be formatted for 15 weeks. Will need to adjust statements under Assignments/Projects in coordination with changes made to the schedule.

STERNML (09/23/14 10:10 am): Rollback: edit