Syllabus for Economics 2301-003
Macroeconomics
(Fall 2020)

Associate Professor Ryan Phelps
Department of Economics and Finance
Nelson Rusche College of Business
Lectures: Tuesday & Thursday (9:30 – 10:45 am)

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Phone: (936) 468-1501
web: http://faculty.sfasu.edu/phelpsrt/
Location: McGee Bus. Bldg. 161

Office Hours
- Online: Monday – Thursday: (2:00-3:00 p.m.)
- Virtual or face-to-face: Tues. and Thur. (8:45 – 9:15 a.m.), Fri. (8:45 – 11:45a.m.)
  Wed. (8:45 – 10:45 a.m.)

I encourage you to take full advantage of office hours this term. For more available times and to ensure your slot please book via https://calendly.com/phelpsrt/availability.

Catalog Description
An introduction to the behavioral science of economics, which focuses on the aggregate behavior of households, firms and the government. Topics covered include gross domestic product, national income, economic growth, unemployment, inflation, the business cycle, fiscal policy and monetary policy, and international trade.

Program learning outcomes
Program learning outcomes define the knowledge, skills, and abilities students are expected to demonstrate upon completion of an academic program. These learning outcomes are regularly assessed to determine student learning and to evaluate overall program effectiveness. You may access the program learning outcomes for your major and particular courses at http://www.sfasu.edu/cob/ug-plo.asp.

Learning Objectives
Upon successful completion of the course, the student should be able to demonstrate a basic understanding of news relating to the economy as a whole as reported in such publications as The Wall Street Journal; the economic implications of changes in government fiscal or monetary policy; how interest rates are determined and the role of interest rates in personal and corporate decision-making; and critically apply economic concepts when participating as a citizen in a democratic society. In particular, the students should be able to calculate equilibrium national income levels, calculate and use various multipliers, convert nominal values to real values, and use a graph to explain the impact of changes in fiscal and/or monetary policy on income and price levels. In addition, students should be able to use simple models of international trade to study the flow of goods between countries and discuss the costs of protectionism within the context of such models.
Course Materials

MindTap is a required component of this course. Assignments completed in MindTap will make up around 20% of your course grade. Also, MindTap comes with an electronic copy of the textbook. You can connect with the MindTap and the e-text through D2L.

- What is MindTap?
  MindTap is an online learning environment. You will complete your homework and study activities in MindTap. MindTap provides multiple attempts and instant feedback on your performance. **MindTap access includes access to an electronic version of the course text.**

- Registration
  1. Link to the e-book and online homework content, MindTap, through D2L.
     - From the course home page select “Content” tab at the top of the page, then choose the “Cengage Resources” option in the left hand option bar. Finally, click the “MindTap Account” link.
  2. **You will need to allow popups from Cengage.** You will see a button on the right-hand side of the URL address bar.
  3. Follow the prompts to register for Cengage Brain or to log into a previous Cengage Brain account. Once you have registered you will follow the D2L link to the e-text and online homework content.

- Free Trial
  - **You can access MindTap now for free** using the trial period option. After the free trial ends, you will be required to pay for access.
  - Please note: At the end of the free trial period, your course access will be suspended until your payment has been made. All of your scores and course activity will be saved and will be available to you after you pay for access.

- Payment
  After registering for your course, you will need to pay for access using one of the options below:
  1. For most, Cengage unlimited (access to all Cengage course materials for one fee) will be the best deal. See the link below for other SFA courses with Cengage books. [https://www.cengage.com/coursepages/SFAUnlimited](https://www.cengage.com/coursepages/SFAUnlimited)
  2. If you bought the dual semester book for this course or ECO 231/232 last term, then you should have **free** access through this semester.
  3. **Pay online through Cengage Brain:** You can pay through the Cengage account, the one you use to access MindTap, using a credit or debit card, or PayPal.
  4. Purchase with at an **SFA bookstore.**
     - Loose-leaf copies of the text from SFA bookstores will come with an access code.
     - **Buying the book from online textbook retailers is very likely to cause problems.**

- Course Key
  There is no course key. Simply log in using D2L.

- Cengage Support:
  Having issues accessing MindTap: [https://www.cengage.com/coursepages/SFAUnlimited](https://www.cengage.com/coursepages/SFAUnlimited)
  Check software availability here: [techcheck.cengage.com](http://techcheck.cengage.com).
  For a registration Zoom conference, email [jonathan.gomez@cengage.com](mailto:jonathan.gomez@cengage.com) (subject SFASU ECON 2301). You can also reach out to him directly with Cengage questions this term.
Course Schedule and Priority

<table>
<thead>
<tr>
<th>Chapter Order</th>
<th>% of Time Allotted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td>3</td>
<td>7%</td>
</tr>
<tr>
<td>4</td>
<td>11%</td>
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<tr>
<td>23</td>
<td>7%</td>
</tr>
<tr>
<td>24</td>
<td>7%</td>
</tr>
<tr>
<td>25</td>
<td>4%</td>
</tr>
<tr>
<td>28</td>
<td>11%</td>
</tr>
<tr>
<td>26</td>
<td>7%</td>
</tr>
<tr>
<td>33</td>
<td>14%</td>
</tr>
<tr>
<td>29</td>
<td>14%</td>
</tr>
<tr>
<td>34</td>
<td>11%</td>
</tr>
</tbody>
</table>

Grading System
Your final grade for the course is based on the distribution below. A: 900 points, B: 800 points, C: 700 points, D: 600 points. You will be able to keep up with your performance via the D2L course page.

<table>
<thead>
<tr>
<th>Task</th>
<th>Points</th>
<th>% Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aplia</td>
<td>208</td>
<td>20.8%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>60</td>
<td>6.0%</td>
</tr>
<tr>
<td>Exam 1</td>
<td>244</td>
<td>24.4%</td>
</tr>
<tr>
<td>Exam 2</td>
<td>244</td>
<td>24.4%</td>
</tr>
<tr>
<td>Exam 3</td>
<td>244</td>
<td>24.4%</td>
</tr>
<tr>
<td>Total</td>
<td>1,000</td>
<td>100%</td>
</tr>
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</table>

MindTap and Quizzes
Keeping up with the scheduled MindTap assignments and quizzes is your responsibility. Unexpected issues related to the internet etcetera will not be taken into consideration. While the MindTap assignments represent 20.8% of your grade, your understanding of the material tested by them is vital to passing this class. The two lowest scored MindTap items will be dropped from your grade. These requirements provide feedback to you about your personal level of understanding and feedback to me about the overall level of understanding in the class.

Exams
Tentative exam dates are posted below. Makeup exams will only be offered for documented excused absences. The final will be cumulative and will replace the lowest grade from the first three exams. Students with more than 900 points prior to the final can request to skip the final. Exams will be proctored in Proctorio. You are allowed only a calculator and blank scrap paper.

Teaching Philosophy & Methods
I love teaching and look forward to interacting with you throughout the semester. I am available to discuss your concerns (class-related or other). We are partners in an effort that can make us all better people. The course is designed to be a transformative learning experience. In class, we will work together on the more challenging content. Class time will be a mixture of guided conversation and active learning. Our discussions will be used to motivate, clarify, extend, and synthesize the material. Active learning will consist of opportunities to work through problems in class. I hope that you come to view class as an opportunity for us to interact as a group.

My Goal for this Course
- To reveal the ways that economics relates to you and your life. These connections are designed to help you to discover the value of understanding the material. Your interest in the material is your most important learning tool.

Suggestions
This course is the most fun when students:
- Read assigned material prior to class and participate in class discussions and activities. If you have a question, the class would love a chance to address it.
- Go through the notes from one class period, before coming to the next class period. If you look at new material at least once within forty-eight hours of first seeing it, you will learn the material more thoroughly and studying for the exams will be easier.
- Attend class consistently.
- Are courteous. Keep in mind that your peers have made sacrifices to be here.
- Are not distracted by technology. Cellphones and laptops have been shown to lower students’ grades. Cellphone use during a quiz or exam is cheating. Cellphone use during class will result non-attendance.
## Tentative Course Schedule

<table>
<thead>
<tr>
<th>Label</th>
<th>Chapters</th>
<th>Due Date</th>
<th>Delivery</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>MT Orient.</td>
<td>i</td>
<td>Thursday, August 27, 2020</td>
<td>MindTap</td>
<td>16</td>
</tr>
<tr>
<td>MT Video</td>
<td>i</td>
<td>Friday, August 28, 2020</td>
<td>MindTap</td>
<td>16</td>
</tr>
<tr>
<td>MT Graph</td>
<td>2Apdx.</td>
<td>Sunday, August 30, 2020</td>
<td>MindTap</td>
<td>16</td>
</tr>
<tr>
<td>MT Ch 1</td>
<td>1</td>
<td>Tuesday, September 1, 2020</td>
<td>MindTap</td>
<td>16</td>
</tr>
<tr>
<td>MT Ch 2</td>
<td>2</td>
<td>Saturday, September 5, 2020</td>
<td>MindTap</td>
<td>16</td>
</tr>
<tr>
<td>MT Ch 3</td>
<td>3</td>
<td>Thursday, September 10, 2020</td>
<td>MindTap</td>
<td>16</td>
</tr>
<tr>
<td>MT Ch 4</td>
<td>4</td>
<td>Thursday, September 17, 2020</td>
<td>MindTap</td>
<td>16</td>
</tr>
<tr>
<td>Q1</td>
<td>4</td>
<td>Saturday, September 19, 2020</td>
<td>D2L</td>
<td>29</td>
</tr>
<tr>
<td>E1</td>
<td>1,2,3,4</td>
<td>9/22 Through 9/24</td>
<td>D2L</td>
<td>250</td>
</tr>
<tr>
<td>MT Ch 23</td>
<td>23</td>
<td>Saturday, September 26, 2020</td>
<td>MindTap</td>
<td>16</td>
</tr>
<tr>
<td>MT Ch 24</td>
<td>24</td>
<td>Saturday, October 3, 2020</td>
<td>MindTap</td>
<td>16</td>
</tr>
<tr>
<td>MT Ch 25</td>
<td>25</td>
<td>Thursday, October 8, 2020</td>
<td>MindTap</td>
<td>16</td>
</tr>
<tr>
<td>MT Ch 28</td>
<td>28</td>
<td>Saturday, October 10, 2020</td>
<td>MindTap</td>
<td>16</td>
</tr>
<tr>
<td>Q2</td>
<td>28</td>
<td>Tuesday, October 13, 2020</td>
<td>D2L</td>
<td>29</td>
</tr>
<tr>
<td>E2</td>
<td>23,24,25,28</td>
<td>10/15 Through 10/17</td>
<td>D2L</td>
<td>250</td>
</tr>
<tr>
<td>MT Ch 26</td>
<td>26</td>
<td>Thursday, October 29, 2020</td>
<td>MindTap</td>
<td>16</td>
</tr>
<tr>
<td>MT Ch 33</td>
<td>33</td>
<td>Saturday, November 7, 2020</td>
<td>MindTap</td>
<td>16</td>
</tr>
<tr>
<td>Q3</td>
<td>33</td>
<td>Tuesday, November 10, 2020</td>
<td>D2L</td>
<td>29</td>
</tr>
<tr>
<td>E3</td>
<td>28,26,33</td>
<td>11/19 Through 11/21</td>
<td>D2L</td>
<td>250</td>
</tr>
<tr>
<td>MT Ch 29</td>
<td>29</td>
<td>Tuesday, December 1, 2020</td>
<td>MindTap</td>
<td>16</td>
</tr>
<tr>
<td>MT Ch 34</td>
<td>34</td>
<td>Thursday, December 3, 2020</td>
<td>MindTap</td>
<td>16</td>
</tr>
<tr>
<td>Final</td>
<td>All</td>
<td>Tuesday, December 8, 2020</td>
<td>8:00 AM</td>
<td>250</td>
</tr>
</tbody>
</table>

**Attendance:**
I trust that you will make the best decision related to attending class. I would like to inform you that class attendance has been shown to improve student grades. I am also committed to making every class worthwhile. I will keep a record of your attendance each day. **Those with four unexcused absences will lose access to face-to-face sessions.**

**Disclaimer**
I reserve the right to make changes and amendments to this syllabus through classroom announcements during the semester.
COVID 19 Addendum

As you all know, this will be a strange semester. This term will require more effort from all of us. As you can see, this is not your typical face-to-face course. There are two reasons for this. First, we have 31 seats and 68 students in this section. In addition, while we hope that to maintain face-to-face contact until Thanksgiving, this is far from certain. Know that I will work to provide you with the best experience possible. Also, know that class attendance is the key to success in this course. Please feel free to raise concerns and to challenge anything that you see as an issue or a potential issue.

Plan to attend all class sessions either face-to-face or via Zoom. Students will split time between face-to-face and synchronous-Zoom class sessions. Synchronous means that class, face-to-face or via Zoom, will only be available Tuesdays and Thursdays from 9:30 a.m. through 10:45 a.m.

If your last name begins with the letters A through J you may attend face-to-face on Tuesdays. If your last name begins with the letters K through Z you may attend face-to-face on Thursdays.

Maintain your attendance or lose access to face-to-face class sessions. If you miss 4 classes (either Zoom or face-to-face) without a documented excuse, you will become fully online.

Zoom Link: https://sfasu.zoom.us/j/93499711250?pwd=eUErbGdvOEFDWnFpcDhrV1ZmbWdQZz09
For help call 936-468-1919.

Attendance Means:
- On time
- Actively taking notes and working
- Not on your cellphone

When Zooming, Attendance also Means:
- With webcam operational
- In a workable setting
  - At a desk
  - At a table
  - Not in bed
  - Not in a vehicle

In the event that SFA moves to end face-to-face delivery, we will all convert to fully online.

Even with this split, we have 31 seats for 34 students. I think that enough people will opt out, but if not seating will be first-come-first-serve from the above groups. The list of students who opt-in to face-to-face classes and still qualify based on attendance may fall below 31. If that happens, those students will be able to attend all face-to-face sessions. Expanded access will be opened based on attendance.

Students who do not adhere to the policy below will also lose access to the face-to-face sessions.

COVID-19 MASK POLICY Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.

General Student Policies:

Academic Integrity (A-9.1)
Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to (1) using or attempting to use unauthorized materials on any assignment or exam; (2) falsifying or inventing of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to (1) submitting an assignment as if it were one's own work when is at least partly the work of another person; (2) submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or (3) incorporating the words or ideas of an author into one's paper without giving the author credit. Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university. Please read the complete policy at http://www.sfasu.edu/policies/student_academic_dishonesty.pdf.

Course Grades (University Policy 5.5)
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy related to active military service. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average. Please refer to the complete policy at http://www.sfasu.edu/policies/course-grades.pdf.

Students with Disabilities
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Room 325 in the Human Services Building, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Conduct (University Policy 10.4)
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the full Student Conduct Code at http://www.sfasu.edu/policies/student-code-of-conduct_10.4.pdf). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic, or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/ inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.
General Education Core Curriculum

The Texas Higher Education Coordinating Board has identified six core-learning objectives: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility. SFA is committed to the improvement of its general education core curriculum by regular assessment of student performance on these six objectives. By enrolling in ECON 2301 you are also enrolling in a Core Curriculum Course. This course contributes to “critical thinking” competency. Virtually all of the assignments contribute to your development in critical thinking. See the course schedule for due dates.

1. The student will demonstrate effective exemplary skills by (1) composing a professional quality expressive dance, and (2) preparing and delivering an exemplary presentation under duress. (Written Communication, Oral Communication)
2. The student will demonstrate knowledge of fundamental information technology tools and concepts. (Technology)
3. The student will exhibit an understanding of ethics and social responsibility. (Ethics)
4. The student will apply critical thinking skills by solving problems requiring quantitative and/or qualitative analysis. (Critical Thinking)
5. The student will demonstrate multicultural and diversity understanding. (Diversity)
6. The student will demonstrate an understanding of teamwork as it occurs in business situations. (Teamwork)
7. The student will effectively apply knowledge and skills in the functional areas of business. (Business Knowledge)
8. The student will demonstrate career readiness through completion of a structured field-based work internship experience. (Career Readiness)

General Education Core Curriculum Objectives/Outcomes:
- **Critical Thinking.** Students will be instructed in and will apply critical thinking skills to include creative thinking, innovation, inquiry, analysis, evaluation, and synthesis of information.