ECON 2301.001 Principles of Macroeconomics  
MWF 9:00-9:50am, McGee Building Room 116, Fall 2023, Face-to-Face Class

Instructor: Dr. Mark Scanlan  
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Office Location: 303H  
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Nelson Rusche College of Business  
Department: Economics & Finance

Web Sites:  
https://d2l.sfasu.edu/  and  
http://faculty.sfasu.edu/scanlanm/  
Office Hours: There are 2 types of office hours:

**Face-to-Face:** I will be available for normal face-to-face office hours for students to stop in with questions. No appointment is required.
- Mondays, Wednesdays, and Fridays 10:50 am – 12:00 pm
- Tuesdays 1:30 pm – 3:00 pm

**Online:** I am available to quickly respond to questions over email and can ZOOM during these times as needed.
- Mondays and Wednesdays 1:30 pm – 3:00 pm
- Thursdays 1:00 pm – 3:00 pm

My schedule is very flexible, however, so if you are unable to make any of the times listed above, contact me to schedule a meeting for a time that works for you.

**Course Description:**
This course is 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.

**Text:** Greg Mankiw: *Principles of Economics* 9th Ed, South-Western. The online homework tool Mindtap/Aplia is also **required** for this course (explained in detail later).

**Grading:**
The course grade will be based on:
1. Four equally weighted exams worth 100 points each (73% of your overall grade),
2. Ten Aplia assignments worth 10 points each (18% of your overall grade),
3. Ten mini quizzes on D2L worth 4 points each (7% of your overall grade),
4. Up to 10 points for attendance (2% of your overall grade).

This gives a total of 550 available points in the class.

**Points needed to earn each letter grade**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Points Needed</th>
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<tbody>
<tr>
<td>A</td>
<td>At least 495 points</td>
</tr>
<tr>
<td>B</td>
<td>At least 440 points</td>
</tr>
<tr>
<td>C</td>
<td>At least 385 points</td>
</tr>
<tr>
<td>D</td>
<td>At least 330 points</td>
</tr>
<tr>
<td>F</td>
<td>Below 330 points</td>
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Exams:

Exams will be held on
Exam 1: Wed. Sept. 20th
Exam 2: Wed. Oct. 18th
Exam 3: Mon. Nov. 13th

Exams will be held during normal class hours.

Final Exam:

Wednesday December 13th from 10:30am – 12:30pm

The Final Exam for the course is cumulative starting with chapter 23. The score on this exam can replace a single lower test grade achieved during the semester.

Attendance: To encourage engagement in the class I will reward attendance with 10 points in the course. Students are allowed 3 absences from class, without documentation, before points will be taken off for attendance. It is the student’s responsibility to inform the professor of any absences related to university events the class prior to the absence. If the student is sick and unable to attend class in person they may attend via ZOOM, with their camera turned on for the duration of the class, up to three times and still be counted as present for that day.

D2L Assignments: A total of 13 D2L mini quizzes/assignments will be given during the semester, with only 10 counting towards your grade. These assignments are worth 4 points each and have deadlines listed in the calendar below. Most of these assignments allow unlimited attempts with only the highest score counting towards your grade. There are exceptions to this however, so check attempts allowed on the quiz before starting.

Asynchronous Minutes: Each week students are expected to watch provided videos related to the content being learned in class. These videos will be posted on the front page of D2L and should be treated as part of the overall notes for the course. This means that information from the videos will show up on exams throughout the semester.

Deadlines: Deadlines for all assignments in the class are firm and final. These deadlines are listed in the schedule below and are not extended for any reason. To account for illnesses/power outages/deaths in the family I drop your 3 lowest scores for both D2L and Aplia assignments. These drops happen automatically, and you are not required to provide any documentation as to why you missed an assignment. The assignments are opened very early so be sure to complete them well before the due date to avoid any conflicts. If you do miss an exam due to a university excused absence please let me know so we can reschedule.

Work Together: I strongly encourage students to work together on homework, and when studying for exams. If you would like support in finding others to study with, please let me know and I can try to help. Remember that all work turned in for points must be your own and the use of artificial intelligence is not allowed, but working with others to learn class material and complete assignments is encouraged.
Details on Online Homework Tool Aplia/Mindtap

The online homework tool called Aplia/Mindtap is required for this course. It is almost impossible to pass the course without having access to this tool. The good news is that when you pay for Aplia you also get free access to the e-book for this course. If you took ECO2302 last semester and used Aplia you will be able to use it again for this course for free, just use your same log-in information. Below are some very important points regarding Aplia, read each one carefully.

1. **Access:** You must only access Aplia through the links I provide in D2L. If you try to access it from the Cengage website directly it may lock you out of the course. Don’t ask me why this happens, it is annoying so let’s just try to avoid this problem.

2. **Free Trial:** There is a free trial of Aplia for roughly the first two weeks of class so sign up right away. Also, try to pay for it as soon as possible since occasionally there are issues with the payment link.

3. **Homework Assignments:** A total of 13 Aplia assignments will be given with 10 counting toward your grade. This means your 3 lowest Aplia scores will be dropped.

4. **Attempts:** The Aplia assignments will allow you to have 3 attempts at each assignment with the average of these attempts counting toward your grade. We will use “Do No Harm Grading” which means your average cannot be pulled down by poor scores on your 2nd or 3rd attempts, it can only be pulled upward by higher scores.

5. **Deadlines:** The due date for each assignment is listed on the Timeline for the course. These assignments are due by midnight on these dates, however, be sure to start your assignments far in advance. Deadlines will not be moved or extended for any reason (this includes power outages, illnesses, the Aplia website crashing,…). Starting the assignment early gives you time to troubleshoot any problems that may arise. I also drop your 3 lowest Aplia assignments in case you do get sick, have internet issues, or just forget an assignment.

6. **Technical issues** – I cannot resolve any technical issues with Aplia, if you run into a problem, you can check the FAQ at the bottom of the discussion forum on D2L or contact Aplia tech support. You can email them or call at 866-994-2427. If they are slow to respond to you let me know and I can nudge them.
<table>
<thead>
<tr>
<th>Topics (Core objectives in <strong>bold</strong>):</th>
<th>Dates</th>
<th>Assignments (Due by Midnight)</th>
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</thead>
<tbody>
<tr>
<td>Ch. 1 &amp; 2 (Module 1) [C,V,S]</td>
<td>Week 1</td>
<td>Aplia Assignment #1 Due Sept 5th</td>
</tr>
</tbody>
</table>
| Ch 3 (Module 2) [C] PPF and trade    | Week 2 | Mini Quiz #1 on D2L Due Sept 10th  
Aplia Assignment #2 Due Sept 10th |
| Ch 4 (Modules 3 and 4) [C,V] Supply and Demand | Week 3 | Mini Quiz #2 on D2L Due Sept 17th  
Mini Quiz #3 on D2L Due Sept 17th  
Aplia Assignments #3 Due Sept 17th |
| Exam 1                               | Wed. 20th |
| Ch 23 (Module 5) [C,V,E,S] Measuring a Nation's Income | Week 4 & 5 | Mini Quiz #4 on D2L Due Oct 1st  
Mini Quiz #5 on D2L Due Oct 1st  
Aplia Assignment #4 Due Oct 1st |
| Ch 24 (Module 6) [C,V,E,S] Measuring the Cost of Living | Week 5 & 6 | Mini Quiz #6 on D2L Due Oct 5th  
Aplia Assignment #5 Due Oct 5th |
| Ch 28 (Module 7) [C,V,E,S] Unemployment | Week 6 &7 | Mini Quiz #7 on D2L Due Oct 12th  
Aplia Assignment #6 and 7 Due Oct 12th |
| Exam 2                               | Wednesday 18th |
| Ch 26 (Module 8) [C,V,E] Savings and Investment | Week 8 | Aplia Assignment #8 Due Oct 22nd |
| Debt&Deficits (Module 9) [C,S]       | Week 8 | Mini Quiz #8 on D2L Due Oct 24th |
| Ch 33 (Module 10) [C,V] Aggregate Supply and Demand | Week 9 & 10 | Mini Quiz #9 on D2L Due Nov 7th  
Aplia Assignment #9 Due Nov 7th |
| Exam 3                               | Monday 13th |
| Ch 29 (Module 11) [C,E] The Monetary System | Week 11 & 12 | Mini Quiz #10 on D2L Due Nov 28th  
Aplia Assignment #10 Due Nov 28th |
| Ch 30 (Module 12) [C,E] Money Growth and Inflation | Week 12 &13 | Mini Quiz #11 &#12 D2L Due Dec 3rd  
Aplia Assignment #11 Due Dec 3rd |
| Ch 34 (Module 13) [C,V,E,S] The Influence of Policy | Week 13 & 14 | Mini Quiz #13 on D2L Due Dec 7th  
Aplia Assignment #12 & #13 Due Dec 7th |
| Final Exam                           | Wednesday, Dec 13th | Complete Final Exam |
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 that fulfills the Social/Behavioral Science requirement. The chart below indicates: (a) the core objectives that are required to be taught in this course per the Texas Higher Education Coordinating Board (THECB), (b) how the required core objectives will be addressed.

Core Curriculum Objective Table

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>How the Core Objective Will be Addressed.</th>
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<tbody>
<tr>
<td>Critical Thinking Skills (C)</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
<td>Students are taught the underlying assumptions of economic models and how to apply the models in various scenarios. These skills are taught through lecture, assigned readings, and an interactive homework regime. Critical thinking skills are developed through in-class examples. As one example, students are assigned problems testing their ability to predict changes in national production and inflation that result from monetary and fiscal interventions.</td>
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<td>Communication Skills (V)</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
<td>A significant component of the course is not only the development of an economic vocabulary and ability to communicate using economic terminology, but also the ability to communicate using visual representations of various economic models. These include (but are not limited to) the production possibilities frontier, the supply and demand model, the production function, and the aggregate supply and aggregate demand model. Students develop and demonstrate their communication skills by interacting with other students and faculty in class, and by communicating their understanding of the economic concepts (with a focus on the use and interpretation of graphs).</td>
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<tr>
<td>Empirical and Quantitative Skills (E)</td>
<td>To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.</td>
<td>Instructors use class time, assigned readings and an interactive homework regime to teach basic empirical and quantitative skills such as the application of graphing and models, the application of marginal analysis, the accounting of national income, inflation adjustments and the application of the growth rate formula toward real gross domestic product. Instructors not only spend time developing these skills, they also focus on how these skills can lead to a better understanding of the real world and in making well-informed and logical decisions.</td>
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<td>Social Responsibility (S)</td>
<td>To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.</td>
<td>Basic economic literacy helps students to be better informed participants in important discussions about how resources are allocated in a society. Class lectures, readings and an interactive homework regime focus on several issues with regard to social responsibility including: the link between national production and the standard of living, the relevance of international trade to global production and the tradeoff between an efficient and equal allocation of resources. Students are shown how to apply the appropriate economic model to study the particular economic question at hand, and how to apply these economic concepts to the world around them.</td>
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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 in the Curriculum Management Handbook at http://www.sfasu.edu/academics/colleges/business/welcome/faculty-resources.

Student Learning Outcomes:
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 (C, S)
- The economic implications of changes in government fiscal or monetary policy (C, V, E, S)
- How interest rates are determined (C, V, E)
- The role of interest rates in personal and corporate decision-making (C, V, E, S)
- Critically apply economic concepts when participating as a citizen in a democratic society (C, S)

Academic Integrity
The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

Withheld Grades Semester Grades Policy (5.5)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework 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. If students register for the same course in future terms the WH will automatically become an F and
will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.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), Human Services Building, and Room 325, 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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

**Student Wellness and Well-Being**
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**
**The Dean of Students Office** (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

**SFA Human Services Counseling Clinic** Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

**The Health and Wellness Hub “The Hub”**
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

**Crisis Resources:**
- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- johCrisis Text Line: Text HELLO to 741-741