Syllabus for Economics 2301-003
Principles of Macroeconomics
(Fall 2023)

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Office: BU 303-D
Location: McGee Bus. Bldg. 161

In-Person Office Hours (BU 303-D):
• Monday, Wednesday, Friday: (9:00 – 11:00 a.m.)

Online Office Hours:
• Monday through Thursday: (2:00 – 3:00 p.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.

Time requirement 7.5 hours each full week per SFA policy: https://www.sfasu.edu/docs/policies/5.4.pdf

Catalog Description
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.

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.

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 https://www.sfasu.edu/sites/default/files/2019-01/RCOB_curriculum_mgt_handbook_2019.pdf

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.
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.

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 an exam is not permitted.

Course Schedule and Priority

<table>
<thead>
<tr>
<th>Chapter Order</th>
<th>% of Time Allotted</th>
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<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>
</tr>
<tr>
<td>23</td>
<td>7%</td>
</tr>
<tr>
<td>24</td>
<td>7%</td>
</tr>
<tr>
<td>25</td>
<td>4%</td>
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<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>Notes</td>
<td>90</td>
<td>9%</td>
</tr>
<tr>
<td>Aplia</td>
<td>208</td>
<td>20.8%</td>
</tr>
<tr>
<td>Quizes</td>
<td>60</td>
<td>6%</td>
</tr>
<tr>
<td>Exam1</td>
<td>214</td>
<td>21.4%</td>
</tr>
<tr>
<td>Exam2</td>
<td>214</td>
<td>21.4%</td>
</tr>
<tr>
<td>Exam3</td>
<td>214</td>
<td>21.4%</td>
</tr>
<tr>
<td></td>
<td>1,000</td>
<td>100%</td>
</tr>
</tbody>
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Notes
This term, I am trying something new. Use the deadlines in the schedule below to read ahead and post your preparation notes to D2L. D2L > Content > Self-Study Guides > Chapter Self-Study Notes Submission Folder.

MindTap and Quizzes
The schedule for all assignments can be found below. All assignments are available well ahead of the deadlines. While the MindTap assignments represent 20.8% of your grade, your understanding of the material tested by them is vital to passing this class. These assignments 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. You are allowed only a calculator and blank scrap paper.
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 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/SFASU_Student
  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.
     - a. Loose-leaf copies of the text from SFA bookstores will come with an access code.
     - b. **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: https://www.cengage.com/coursepages/SFASU_Student
  Check software availability here: techcheck.cengage.com.
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.

Disclaimer
I reserve the right to make changes and amendments to this syllabus through classroom announcements during the semester.
General Student Policies:

**Academic Integrity (A-9.1)**
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](https://www.sfasu.edu/policies/course-grades-5.5.pdf).

**Students with Disabilities**
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.

**The Dean of Students Office**
(Rusk Building, 3rd floor lobby)
[www.sfasu.edu/deanofstudents](http://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](http://www.sfasu.edu/humanservices/139.asp)
936.468.1041

**The Health and Wellness Hub:**
East College and Raguet St.
- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education
[www.sfasu.edu/thehub](http://www.sfasu.edu/thehub)
936.468.4008
[thehub@sfasu.edu](mailto: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)
Crisis Text Line:
Text HELLO to 741-741
**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 contributes to the core objective components below.

## Core Curriculum Objective Table

<table>
<thead>
<tr>
<th>CO#</th>
<th>Core Objective</th>
<th>Definition</th>
<th>Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>CO1</td>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
<td>Virtually all of the lecture content, homework and exams will address critical thinking.</td>
</tr>
<tr>
<td>CO2</td>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
<td>Economic literacy is a key component of this course. Terms and applications (used, assigned and tested throughout the course) will ensure that you are able to understand and communicate foundational economic concepts.</td>
</tr>
<tr>
<td>CO3</td>
<td>Empirical and Quantitative Skills</td>
<td>To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.</td>
<td>Math underlies the study of economics and its foundational principles. We will study and apply these principles. We will also use mathematical models to understand how the intersection of different perspectives allows markets to operate.</td>
</tr>
<tr>
<td>CO4</td>
<td>Teamwork</td>
<td>To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.</td>
<td>In chapter 4, 26, 28, 29 and we will implement models for human behavior. Using these models to predict market outcomes requires stepping into disparate perspectives. Students must analyze and understand how each group is likely to react to a change in environment.</td>
</tr>
<tr>
<td>CO5</td>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
<td>Economics is the study of making the most of limited resources. Almost all of the concepts taught in this class will be relevant to the importance of individual choices and the connection of actions and consequences.</td>
</tr>
<tr>
<td>CO6</td>
<td>Social Responsibility</td>
<td>To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.</td>
<td>The contrast between what is good for the individual and what is good for society is a key aspect of chapters 1, 28 and 33. Students will learn to appreciate the importance of incentives in guiding individual behavior that is beneficial to society at large. Understanding what is good for society as a whole is a main theme of the course.</td>
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</tbody>
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