36-204 PRINCIPLES OF MACROECONOMICS
SYLLABUS FOR SPRING 2012

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Office Hours: 9:00 - 11:00 A.M. on Mon. & Wed. and by appointment. Please feel free to set up times outside of my official office hours,

Required Course Materials:
D2L www.uwosh.edu/d2l Current periodicals and Other materials as assigned
“Clickers” and E-instruction Classroom Response System www.einstruction.com
ACTIVATION CODES WILL BE DISTRUTED IN CLASS. Clickers must be activated for Tuesday, Feb 7th.

Ask questions!!
Economics can be a confusing and unsettling area to study. It is not like other subjects where answers tend to be black and white. Economics is known as the dismal science – be wary!

General Course Objectives

The broad objective of this course is to help develop a reasonable perspective of economic behavior, an understanding of basic principles, and a means for evaluating various policies, all of which will give you conceptualize how the economy works.

In this course students will:
• apply the economic way of thinking to every day situations
• understand how the U.S. economy works and compare it with workings of other countries in answering the problems of scarcity.
• become proficient in the use of supply and demand models
• have a better understanding of the role of business and government in the macro economy
• relate why people are concerned about the effects of unemployment, inflation, and growth, not only on the economy, but also on different cohorts of the population, especially those based on race, age, and gender.
• examine how politics and ideology influence economic policies.
• assess how current events affect the macro economy.
• contemplate the role of growth in shaping economic development over time.

COURSE STRUCTURE: Economics is a discipline that on the surface seems deceptively easy, when in actuality it is quite complex. While the nature of a large class often dictates a predominately lecture type course, the use of the Classroom Performance System (CPS) will enable you to be more engaged in the learning process. I will be using the system to help check your progress and understanding as we move through the material. I also use group activities designed to help you understand the theories by having to explain them to each other or just discuss the pros and cons of different policy options.
Grading and Course Requirements

Your grade will be based on the following weighted components:

1. Examinations (3 tests worth 24% each) 72%
2. Course work (in class and out) 23%
3. Miscellaneous (course pre/post tests, class participation) 5%

Grade determination: based on the percentage of total points (weighted) you have earned; a minimum of each percent given below is the cutoff for the various grades. Pluses and Minuses will be determined at the end of the course.

90 percent or above A - Superior Achievement on assignments, demonstrating initiative and independent resourcefulness.
80 percent B - Above Average Achievement
66 percent C - Average Achievement
50 percent D - Below Average Achievement
below 50 percent F - Failure to complete assignments or complete them with a marginal level of proficiency.

Academic Honesty: Though I encourage you to work with study groups when you prepare for your tests, papers and homework assignments, ultimately you are responsible for your own learning. Grades, therefore, are based on individual performance, and cheating is a violation of academic principles and will result in dismissal from the course.

Exams: There will be three exams given each worth 24 percent of your grade. The exams will be multiple-choice and consist of 50 to 60 questions. The majority of your exams will contain problem based multiple-choice that emphasize your ability to apply what you have learned, not just whether you know terms or techniques. You may use calculators, but not programmable or cell phone calculators. You will have the entire class period to complete each exam.

Attendance is EXPECTED. Success is UNLIKELY without regular attendance.

Course work: Course work will consist of both problem sets and "clicker" activities.

- Problem sets: Each unit will have at least one problem sets designed to help you learn the mechanics of economic analysis (graphs, equations, etc.). Some of the problems will be tested using the clickers. This will help you relate to how multiple-choice questions can be constructed from problems. Some assignments will also be turned in to me and graded. When problem sets are assessed using the clicker a bonus point can be earned for the exercise if the class as a whole gets at least 80 percent of the responses correct on entire set of questions. (If the class scores at least out of 10 and you received 9 out of 10, your score would be 10 out of 10).
- Clickers: Throughout the course clickers will be used to elicit discussion, to identify areas of weakness, and to check your understanding of the material just covered in class. We will begin each class period with a quiz covering the material that has been covered so don't be late there are no make-ups.
  - Exercises designed to identify areas in the material just covered that are weak and need more attention, will be graded partially for effort. You will receive 1 point for just answering each question and another point for getting the question correct (a 5 point
Exercise would be worth 10 points, 1 point for answering each question and 1 point for answering it correctly).

- Exercise used to assess your understanding of the material whether from lecture, reading, or problems will receive one point for each correct response.
- NO points will be awarded for "polling" type questions.
- Clickers may not be used every day or for every class activity, but you should always be prepared to use them.
- Clicker questions CANNOT be made up for any reason. I will drop the lowest scores to accommodate any necessary absences. You are responsible for remembering to bring your clicker to class and making sure it is working properly (fresh batteries).
- I recommend you regularly check your scores on e-instruction to make sure your responses are recorded. Any omissions need to be brought to my attention immediately. Do not wait until the end of the semester.

**Course Pre/Post Tests:** The department has a policy that every macro student takes both a pre and a post test. You will receive the average of your two scores and if your post test score is higher than your pre test score you will get a bonus point (if your score is lower you will lose a point). You will find the assessments on D2L under the Macroeconomics (204) Assessment. There are 20 questions. Do the best that you can. I am not expecting perfect scores, since not all the material the questions asked will be covered in class.

**Missed or late assignments:** If you fail to take an exam, or turn in a majority of your assignments, you will not pass this course. The only exception is for serious and compelling reasons, which are limited to documented and serious illness, death in the family, or equally important reasons. If this occurs, you must notify me as soon as possible and I will try to offer you an alternative to receiving a zero. Depending on the type of assignment you may have the ability to turn some in late with a penalty; turning assignments in late places those who respected the deadline at a disadvantage because they had less time to develop their work. Many of the activities done during class cannot be made up no matter what the excuse (see above).

Remember, whatever you put into this course determines what you take away from it.

The goal is to acquire knowledge and skills that will help you throughout your life, not just pass the course.

**Tips for Doing Well**

- To be successful it will require you to put in, at least, two hours of study each day outside of class.
- This is a basic course designed to develop the theoretical tools needed to understand and analyze the aggregate economy. We will be using graphical and algebraic tools in this process. It is assumed that you have these skills, but if you find they are "rusty", use the first section's appendix for review and if need some assistance, please feel free to come to me. If there are several who need assistance, I would be happy to set up help sessions.
- Class assignments are designed to focus the mechanics of the theories, but will also include some application and evaluation. Tests will incorporate mechanics, but they will emphasize application and evaluation of the theories. Don't just tell me what, but also how and why.
- Each chapter should be read carefully, highlight the main points. Go over, think about, and try to answer the review questions at the end of each module. It is advisable for you to keep a notebook that will contain notes, comments and questions about the module readings. You will then be better prepared to discuss the material in class and respond your classmates' questions and comments.
- There is always the temptation on the part of any instructor to move too quickly through the material. Make sure you are able to grasp the material presented, if it is going to fast ask me for clarification, even if it is only to repeat the material.
- Take time after class to review notes and rework problems. Clarify any weak points. Make a list of questions to ask me, your classmates, or the tutors.
- You can pose questions via e-mail, if you don’t want to ask them in class.
- Develop study groups. A good way to find out if you know something is to try to explain it.
- Tutors are available in the tutor lab outside my office. Hours will be posted on D2L.

Course Policies

- Help create a friendly, inclusive, and rigorous classroom climate in which everyone feels welcome to comment and contribute. Diverse views are welcome and should be respected. Any concerns you may have about your views not being respected, please bring to my attention.
- Cells phones, ipods, etc. should be turned off and headphones are not to be worn during class.
- If you would like to use your lap-top computer, ipad, or the like during class, please make arrangements with me. Any abuse in using these tools that interfere with your classmates’ ability to learn will result in you (and possibly the entire class) being prohibited from using it.
- Cell phone calculators and programmable calculators cannot be used on exams. All ball caps need to be removed or turned backwards during exams.
- At all times, I reserve the right to ask you to leave class should I deem your behavior inappropriate.
- In general, any behavior that interferes with anyone’s learning will not be tolerated.
- RESPECT EVERYONE’S RIGHT TO LEARN!

Please come to my office hours or make an appointment to resolve any concerns or difficulties you may have at any point during the semester. The sooner you approach me about concerns the better off you will be and the easier they will be to resolve.

Tentative Course Outline

Exam dates and coverage of material may change. Any substantive changes will be posted on D2L. You are responsible for knowing about any of these changes.

Unit One: Exam tentatively set for March 8, 2012
  Section 1: Basic Economic Concepts
  Section 2: Supply and Demand
  Section 3: Measurement of Economic Performance

Unit Two: Exam tentatively set for April 12, 2012
  Section 4: National Income and Price Determination
  Section 5: Financial Sector

Unit Three: Exam will be May 10, 2012
  Section 6: Inflation, Unemployment, and Stabilization
  Section 7: Economic Growth and Productivity
  Epilogue: Crisis and Consequences