Abilene Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Respond in Writing

Course Number ECON 260 - Principles of Macroeconomics or Degree Plan(s) ____________________

State the requested change and reason. A memo may be attached if more space is necessary.

COBA is proposing to have ECON 260 - Principles of Macroeconomics added to the Social and Behavioral Science general education menu.

See attached syllabus and application.

Indicate the requested change.

	Change to a Course	Dept./School[1]	College	Dean	TEC	UGEC	AUAC/Grad	Provost	President
1.	Title (description unchanged)	A	A	A	I	–	I	I	I
2.	Description (not affecting content)	A	A	A	I	–	I	I	I
3.	Course term(s)	A	I	A	I	–	I	I	I
4.	Content (change of course outcomes)	A	A	A	I	–	I	A	I
5.	Number of hours (lecture, lab, contact)	A	A	A	A	–	A	A	I
6.	Course number within the hundred	A	A	I	I	–	I	I	I
7.	Course number beyond the hundred	A	A	A	A	–	A	A	I
8.	Prerequisites	A	A	A	I	–	I	I	I
9.	Course fee(s)	A	–	A	–	–	–	A	I
10.	From U to G *or* G to U	A	A	A	A	–	A	A	I
11.	Cross-list course	A	A	A	A	–	A	A	I
12.	Department of record	A	A	A	A	–	A	A	I
13.	Close a course	A	A	A	A	–	A	A	I
14.	New course (includes combining or splitting courses)	A	A	A	A	–	A	A	I

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	Change to the University Requirements (All Campuses)	Dept./School[1]	College	Dean	TEC	UGEC	AUAC/Grad	Provost	Faculty	President	Trustees
1.	University Requirements — Change course outcomes of an included course[2]	A	A	A	–	A	–	A	–	A	–
2.	University Requirements — Add or drop a required course from the University Requirements[2]	A	A	A	–	A	–	A	A	A	–
	University Requirements — Add or drop a course from a menu within the University Requirements[2]	A	–	–	–	A	–	A	–	A	–
4.	University Requirements — Change hours within a menu in the University Requirements[2]	A	A	A	–	A	–	A	A	A	–
	Change to Catalog Information (for Campus)										
1.	General Requirements for Bachelor's Degrees and Associate's Degrees	–	–	–	–	–	A	A	A	A	–
2.	Policies governing academic probation and suspension	–	–	–	–	–	A	A	A	A	–
3.	Requirements for graduating with honors	–	–	–	–	–	A	A	A	A	–
	Change to a Degree Plan Proposed by Faculty or College										
5.	Educational Program — Revise[3]	A	A	A	A	–	A	A	–	A	–
6.	Educational Program — Adopt/change admission requirements	A	A	A	A	–	A	A	–	A	–
7.	Educational Program — Add[3]	A	A	A	A	–	A	A	A	A	I
8.	Educational Program — Discontinue	A	A	A	A	–	A	A	A	A	I
9.	GPA — Revise program-required GPAs	A	A	A	A	–	A	A	–	A	–
10.	Minor — Revise	A	A	A	I	–	I	I	–	I	–
11.	Minor — Add	A	A	A	A	–	A	A	–	A	–
12.	Minor — Discontinue	A	A	A	A	–	A	A	–	A	–
13.	Degree — Add	A	A	A	A	–	A	A	A	A	I
14.	Degree — Discontinue	A	A	A	A	–	A	A	A	A	I
	Change to a Degree Plan Proposed By Provost										
15.	Educational Program — Discontinue	R	–	R	A	–	A	A	A	A	I
16.	Minor — Discontinue	R	–	R	A	–	A	A	–	A	–
17.	Degree — Discontinue	R	–	R	A	–	A	A	A	A	I

[1] When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

[2] Courses that satisfy ACU's University Requirements will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3). Departments may request exceptions to the first three criteria.

[3] For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible.

Revised 8-29-22

Department/School Chair(s)

Signature	9/21/22 *Approval date*
Signature	*Approval date*

College Academic Council(s)

Signature	*Approval date*
Signature	*Approval date*

Dean(s)

Signature	*Approval date*
Signature	*Approval date*

Teacher Education Council

Chair's signature	*Approval date*

University General Education Council

Chair's signature	*Approval date*

Abilene Undergraduate Academic Council

Chair's signature	*Approval date*

Graduate Council

Chair's signature	*Approval date*

Provost

Signature	*Approval date*

Faculty

Chair of Faculty Senate	*Approval date*

President

Signature	*Approval date*

Application for Social and Behavioral Science Menu

Guidelines For All General Education Courses

1. All general education courses must be 100-level or above.
2. General education courses should present a breadth of knowledge, not focusing on skills, techniques, and procedures specific to a particular occupation or profession.
3. Individual courses will fulfill only a single general education requirement.
4. Courses free of prerequisites are preferred. Applications to add courses with prerequisites must provide additional evidence that the course contributes to a student's breadth of knowledge and is not specific to a particular occupation or profession.
5. Each course may appear on a maximum of two menus that accept applications (arts and humanities, cultural literacy, life and physical sciences, and social and behavioral sciences).

Social and Behavioral Science Description

Courses within this domain help students examine behavior and interactions among individuals, groups, institutions, and events to understand the complexities of social systems.

Instructions

Complete this form and submit it with a course syllabus and approval chart to the University General Education Council. Faculty submitting an application should be prepared to perform annual assessment for their course. The assessment will be based on the rubric submitted as part of this course application.

Subject code, course number, and title of course:	ECON 260 – Principles of Macroeconomics
Terms offered:	Fall, Spring
Catalog description:	Supply and demand, the framework of the free enterprise system, national income accounting, unemployment and inflation, fiscal policy and public debt, monetary system and monetary policy, international trade, economic growth, and selected concepts of business ethics. Prerequisite: 24 earned hours. May be used to satisfy University Requirements. Same as ECNO 260.
Course prerequisites:	24 earned hours
Cross-listed courses: *Note: Many gen ed courses are cross-listed between the Abilene and Dallas campuses.	ECNO 260

Other general education menus on which the course appears or you are applying for:	None

Description of Menu Fit

Please describe how your class fits into the Social and Behavioral Sciences Menu (200 words or less).

> This course focuses on the institutions that shape free market economies, with a particular emphasis on the way individual and group behavior affects the economy and reflects the complexity of the larger system. Students are expected to be able to use the language of economics to discuss macroeconomic issues, such as inflation and unemployment, and the macroeconomic policies that governments use to influence national economies. The course addresses both short-term problems of managing fluctuations in the business cycle as well as long-term problems related to the resources and institutions necessary to support economic growth.

Course Content

Using your syllabus as evidence, demonstrate that either the majority of course content or the majority of graded student work adheres to the Social and Behavioral Sciences description above (200 words or less).

> Economics is fundamentally a social science, and the course is based on social scientific analysis and reasoning.

Prerequisites

If the course has prerequisites, provide evidence that the course contributes to a student's breadth of knowledge. Also provide evidence that the course content is not specific to a particular occupation or profession (200 words or less).

> ECON 260 does not have course prerequisites. There is a requirement that students have at least 24 credit hours, but this is merely to indicate that the course requires sophomore-level work.

Relevant Outcomes

At a minimum, a course applying to the Social and Behavioral Science menu must address at least one performance indicator from each of the following areas:

- Social and Behavioral Sciences Subject Matter
- A2: Listen to, understand, and critically evaluate rhetorical claims.
- C1: Evaluate widely disparate sources of information and competing evidence to form their own reasoned positions.
- C2: Analyze quantitative data, published writing, or observable phenomena to draw informed conclusions.

Ideally, assessment will occur within one or two exams/assignments. Please indicate which exams or assignments will be used for each performance indicator. Provide assignment prompts if available.

Area to Be Assessed	Assessment Artifact
SBS subject matter	Exams, Homework – all exams and homework focus on investigating interactions from decision making through a macroeconomic lens. These artifacts assess understanding concepts centered around examining interactions between consumers, producers, governments, policy makers, and institutions especially as it pertains to the business cycle and economic growth. This identifies the following outcome: - Understand and/or investigate behavior and interactions among individuals, groups, institutions, events, and social systems
Outcome A2	Exams, Homework – Students will be tested using qualitative and quantitative questions about decisions, interactions, and economic policies coming from various sources that rely on a student to process these rhetorical claims and evaluate them through the lens of economic models. This identifies the following outcome: - Interpret source within rhetorical context
Outcome C1	Exams, Homework, In-Class Debate – Students will be presented with competing evidence about approaches to government involvement in the marketplace to affect the business cycle. They will take this competing evidence to debate a position about different schools of macroeconomic thought. They will defend this argument on an exam. This identifies the following outcome: - Evaluate widely disparate sources of information and competing evidence to form their own reasoned positions.
Outcome C2	Exams, Homework - Students will be expected to read and interpret tabular and graphical data, identify their underlying economic concepts, and predict likely outcomes using economic models. This identifies the following outcome: - Read and interpret data in a form that is appropriate for the discipline

Please use the following rubric to perform assessment each year. If a performance indicator is not assessed, please write "Not Assessed" in the "Meets Expectations" section. The last two pages have rubric examples for your reference; these pages may be deleted before submitting your application.

Social and Behavioral Science Subject Matter

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Understand and/or investigate behavior and interactions among individuals, groups; institutions, events, and social systems	Students correctly answer fewer than 70% of SBS test questions across all exams.	Students correctly answer 70% or more of SBS test questions across all exams.	Points of Excellence Students correctly answer 85% or more of SBS test questions across all exams.

Student Learning Outcome A2 (select at least one)

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Understand intent of source			
Interpret source within rhetorical context	Students correctly answer fewer than 70% of test questions across all exams.	Students correctly answer 70% or more of test questions across all exams.	Students correctly answer 85% or more of test questions across all exams.
Evaluate relevance of source within multiple contexts			

Student Learning Outcome C1 (select at least one)

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Compare and contrast multiple viewpoints on a topic	Student are unable to recognize the differences between macroeconomic schools of thought.	Student are able to recognize the differences between macroeconomic schools of thought.	Student are able to recognize the differences between macroeconomic schools of thought using economic models. Students are also able to recognize the conflict between multiple viewpoints and provide their own lens on the argument.
Develop and express an evidence-based viewpoint on a topic			
Synthesize information from multiple sources	Exams scores for C1 questions <70%.	Exams scores for C1 questions >= 70%.	Exams scores for CI questions>= 85%.

Student Learning Outcome C2

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Read and interpret data in a form that is appropriate for the discipline	Students incorrectly identify a current event, are unable to identify economic	Students correctly identify a current event, its economic connection, and are generally able to	Students correctly identify a current event, its economic connection, are able to draw complex

	connections, and are unable to draw conclusions or describe them in writing or graphically. Exams scores for C2 questions< 70%.	draw conclusions and describe them in writing and graphically. Exams scores for C2 questions >= 70%.	conclusions, can suggest potential solutions, and describe them clearly in writing and graphically. Exams scores for C2 questions >= 85%.

Example Shortcomings

- Students answer fewer than 75% of test questions correctly
- Students provide inaccurate or incomplete response to essay prompts
- Students fail to reference source material in defense of their own position, or misuse source material
- Students take ideas/information from only a single source to form a position

Example Interpretations for Meets Expectations

- Students correctly answer 75% or more of test questions focused on Social and Behavioral Sciences subject matter
- Students respond accurately and completely to an essay prompt targeting Social and Behavioral Sciences subject matter
- Students accurately paraphrase source material in their own words
- Students use source material to defend their own position
- Students take ideas/information from multiple sources to form a position
- Students correctly answer questions about data
- Students accurately draw conclusions about data

Example Points of Excellence

- Students correctly answer 90% or more of test questions focused on the subject matter above
- Student response to prompt is especially thorough and/or imaginative
- Student response to prompt successfully integrates knowledge from other courses
- Students recognize the conflict between multiple sources and build a position that solves that conflict

Example Rubric

Social and Behavioral Science Subject Matter

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Understand and/or investigate behavior and interactions among individuals, groups, institutions, events, and social systems	Students correctly answer fewer than 75% of SBS test questions in Exam 1	Students correctly answer 75% or more of SBS test questions in Exam 1	Students correctly answer 90% or more of SBS test questions in Exam 1

Student Learning Outcome A2 (select at least one)

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Understand intent of source	Students have errors in their paraphrasing of source material in Essay 2	Students accurately paraphrase source material in their own words in Essay 2	N/A
Interpret source within rhetorical context	Students ignore or misrepresent context of a source in Essay 2	Students identify relevant aspects of context for a source in Essay 2	Students correctly use the context of a source to explain their own position in Essay 2
Evaluate relevance of source within multiple contexts		Not assessed.	

Student Learning Outcome C1 (select at least one)

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Compare and contrast multiple viewpoints on a topic		Not assessed.	
Develop and express an evidence-based viewpoint on a topic	Students cite evidence from one or fewer sources in Essay 2.	Students cite evidence from two or more sources that effectively supports their position in Essay 2	Students cite evidence from four or more sources that effectively supports their position in Essay 2.
Synthesize information from multiple sources		Not assessed.	

Student Outcome C2

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Read and interpret data in a form that is appropriate for the discipline	Students answer fewer than 50% of test questions on data correctly in Exam 1.	Students answer the majority of test questions related to reading data correctly in Exam 1.	Students answer 80% or more of test questions related to reading data correctly in Exam 1.

ACU COLLEGE OF BUSINESS ADMINISTRATION
COURSE SYLLABUS
PRINCIPLES OF MACROECONOMICS (ECON 260)
FALL 2022

Competence
Character
Community

Instructor: Dr. Katie Wick
College of Business Administration
Office: Mabee Business (COBA) 241
Email: katie.wick@acu.edu

Office Hours: MW 1-4 pm
Sign ups on Canvas
Office Phone: 674-3790

"To educate students for Christian service and leadership throughout the world." – ACU Mission

"To educate business and technology professionals for Christian service and leadership throughout the world."

The COBA Mission Statement

Welcome to Macroeconomics! By signing up for this course you have accepted the responsibility of being an active learner and of participating in the classroom. More importantly, you need to be committed to learning the subject matter. If you are not open to new ideas, or are not committed, expect your grade to reflect this. Moreover, your continued enrollment in this course means that you accept these responsibilities and are aware of the guidelines set forth in the syllabus.

Note: I want everyone to do well. Anyone can get an A in this course – apply yourself and take advantage of the opportunities to improve your grade. It is my goal to help you understand the topics and to do well on the exams. We are going to have fun but ***expect to work***. In the past I have found that some students in my courses experience difficulty on exams because they mistake my easy-going personality for an easy-going examiner. I don't want this to happen to you, so for your sake put in the time that you need to really know the material. You will need to set aside TIME to work on the material for this class if you want to succeed. PLEASE READ COLLEGE SUCCESS TIPS here – full of valuable tips.

SECTION ONE: INTRODUCTORY MATERIAL

Course Description

This is an introductory course in Macroeconomics, the branch of economics concerned with the overall economy. At the end of this course you will be able to use the language of economics to discuss macroeconomic issues, such as inflation and unemployment, and the macroeconomic policies that governments use to influence national economies.

This course will focus on four broad areas:

- The Economic Way of Thinking;
- Markets;
- Macroeconomic Goals, Data and Fluctuations; and,
- Government Responses to Macroeconomic Fluctuations

In Macroeconomics, we focus on two time periods:

- **The Short-Run** - In the short-run, the primary concern is managing fluctuations in the business cycle. These fluctuations have a significant impact on not only businesses but also individuals.
- **The Long-Run** – In the long-run, the primary concern is economic growth. An economy's ability to grow is affected not only by its resources but also by its institutions.

Contribution of Course to Overall Business Perspective

In the modern world, it is a bad assumption to believe that one person's choices do not affect another's, especially on the macroeconomic level. If England experiences a downturn in their business cycle, those effects are felt around the world, even at your own dinner table. The business cycle is powerful, affecting everyone on a micro and macro level, shaping their decision-making process. It is at the heart of why people are hired and fired, why governments spend and save money at particular times, and why the price level for all goods might be increasing or decreasing. We will study the inter-relation of these decisions and how spending and saving are at the heart of the business cycle.

Contribution of Course to Christian Service and Leadership

This course will allow the student to view economics from the Christian perspective. Economics involves choices and choices imply trade-offs between alternatives. These choices cannot be made without reference to some ethical base.

Course Learning Outcomes:

This course will help you develop the following skills, areas of knowledge, and attitudes. The discussions and assignments used during this semester assess how well you have mastered these skills, areas of knowledge, and attitudes.

CLO 1: Describe the role of scarcity, specialization, opportunity cost, and marginal analysis in the economic decision-making process.
CLO 2: Use the supply and demand model to analyze the impact of changing market factors and describe how market forces achieve an efficient allocation of resources.
CLO 3: Identify the phases of the business cycle and the importance of the macroeconomic variables used to evaluate the economy's performance.
CLO 4: Explain the role of resources, technology, and institutions on economic growth and its impact on human welfare.
CLO 5: Use the Aggregate Demand-Aggregate Supply model to illustrate macroeconomic problems and identify potential solutions.
CLO 6: Describe the tools the federal government uses to conduct fiscal policy and its impact on both the economy and national debt.
CLO 7: Explain the role of the central bank and banking system in the money creation process and use the loanable funds model to explain how interest rates are determined.
CLO 8: Describe the tools the Federal Reserve uses to conduct monetary policy and its impact on the economy.

Additionally, at the conclusion of the course, you will be asked to assess the extent to which you believe these objectives were achieved.

1. *Skills* – thinking critically and analytically, data interpretation, computation, reading/comprehension, computer literacy.
2. *Areas of Knowledge* – optimization methods, development of economic institutions and theories, political economy, quantitative methods.
3. *Attitudes* – intellectual curiosity, appreciation for analytical methods, and respect for reasoning versus rationalization.

Course Format:

This class is an in-person section with many online tools to use for your success. It is essential to understand the organization of the course and how best to succeed. I have endeavored to provide the information you need to learn the material and be able to apply it in the real world while being mindful of the value of your time. I will expect you to come to class knowing some basics of the chapter we are beginning to study from the pre-class quiz assignments and from reading.

There are 13 chapters each with their own module. Each chapter module includes:

- class notes – bring these to class to help you with notetaking. I will assume you have them and will not slow down for you to copy everything down from the powerpoint slides.
- a recorded online lecture or prepared videos videos of material;
- recommended resources/videos from great econ partners;
- Pre-class quiz assignments;
- InQuizitive assignments;
- SmartWork assignments;
- Practice problems: former written homework or check your understanding smartworks that are similar to your graded smartwork homework assignments

Pace yourself. Focus your energy on learning and understanding rather than completion. Economics is the study of choices. The comparison of costs and benefits primarily drives these choices. This course requires an investment of both your money (books and tuition) and your time. Wouldn't it be better to take away knowledge that can apply to the rest of your life rather than just a letter on a transcript?

I am here to support your success in this class. Please do not hesitate to reach out via email or Canvas Inbox if you need me. If you are worried you will struggle in this class, engage a tutor from the Alpha scholars program as soon as possible (alpha@acu.edu).

SECTION TWO: TEXT AND MATERIALS

Text: *Principles of Macroeconomics*; Coppock, Lee and Mateer, Dirk. 3nd edition COVID-19 Update edition. W.W. Norton Publishers. ISBN 9780393872323.
You can purchase the ebook with InQuizative & SmartWork5 access (cost is $75 online at the link) for our text at https://digital.wwnorton.com/prinecoma3. You can either purchase the ebook from the publisher or the bookstore, but you are required to have access to the online homework platforms of InQuizative and Smartwork5 (details below).

INQUIZATIVE and SMARTWORK5: These online homework activities will help you learn the textbook material at your own pace. **You must access these activities through Canvas in order for your scores to report to the gradebook.** The first time you click on an InQuizitive, eBook, or Smartwork5 link you will be prompted to create an account and register a code. New texts in the bookstore contain a code which gives you access to all of these digital resources. You may also purchase a code during the registration process, or sign up for 3 weeks of trial access and enter or purchase a code later. There is also a VIDEO of how to register on our canvas page under modules.
To setup your Learning Management System (LMS) integration with Canvas and InQuizative, please follow these steps:

1. Click on an was InQuizitive/ Ebook in your LMS course.
2. Wait for the box that prompts "Have you already registered?"
3. Select, "No, I need to register, purchase, or sign up for trial access."
   Enter your name, your school email address, and create a password.
4. As you complete registration, you'll have three options:
   - If you already have a registration code--Enter your registration code and click the "Register my code" button at the bottom of the box.
   - If you want to purchase digital product access online--Select "I want to purchase access" option and click the "Show Purchasing Options" button.
   - If you want to try digital products before purchasing--Select "I want to sign up for free trial access" option and click the "Sign Up For Trial Access" button.
   - To ensure your instructor can see your grades, be sure to access InQuizitive/Ebook activities from the link found in your LMS course.

If you have any technical trouble open a helpdesk ticket at support.wwnorton.com. If you do not see your scores in your Course Grades, or if you are prompted to enter a Student Set ID, it means that you are not enrolled correctly. You must click on each link here in Canvas and sign in, and your account will sync up.

SECTION THREE: GRADING AND ASSIGNMENTS

Overall Percentages

Grades are given according to the following percentages:

Grade	Percentage
A	100-90%
B	89-80%
C	79-70%
D	69-60%
F	Less than 59%

Assignment	Points (% Weight)	Dates and Information
Exam 1		Wednesday September 21
Exam 2		Friday October 14
Exam 3		Wednesday November 9
Exam 4		Wednesday December 7
Final Exam		9am class – Thursday Dec. 15 2-3:45pm 10am class – Tuesday Dec. 13 10-11:45am
4 out of your 5 exams will count for 64% of grade (16% each) • You can drop a midterm OR if you've taken all 4 midterms and are satisfied with your grade, you can drop the final exam. • The dropped exam WILL NOT drop out of your grade until the end of the semester.		
Pre-Class work – Videos and quizzes	12%	Responsible for pre-class preparation. Quizzes on Canvas based on prep work. Please follow dates closely in Canvas.
InQuizative for each chapter	12%	Adaptive study tool. Access to digital platform required. Follow due dates on Canvas.
SmartWork5 homework online	12%	Homework for each chapter online. Each question will allow for multiple attempts. Work together. Access to digital platform required. Follow due dates on Canvas.
Class Citizenship		Please see below in syllabus. Attendance and Participation component. This includes being prepared for in-class work & discussions.
Below is one big *EXTRA CREDIT* opportunity (it's the only one I offer)		
Rockonomix Group Project	Up to 3% extra credit	Due **Monday November 21. Details on Canvas.**

Course Requirements

This course serves as a prerequisite for other courses in ACU's College of Business. If you are pursuing a degree in the College of Business, **you must earn a grade of C or better in order for the course to satisfy the prerequisite requirement.**

Exams:

- There will be five scheduled semester exams: four midterms and a *cumulative* final. Please make note the dates of these exams, and schedule travel accordingly. Make-up exams *will not* be given to accommodate travel plans.
- Exams will consist of some multiple choice questions which will make up a minority of the points on the test. The majority of points, however, will come from problems where you use data to actually DO economics problems, including graphing. On these problems, you will use a pencil and the exam space to write your answers. You will **NOT** be allowed to use a cell phone calculator for any exams.
- **No make-up exam will be given after the exam has been administered to the entire class. For students who miss an exam, the final exam grade will count for that test grade or it will count as your dropped exam.** Students who are excused from class on a test day may take the exam *early*.

- On exam days, **hats/caps**, phones, music devices, and any other electronic device or auxiliary devices (ex: headphones, Bluetooth headsets, cell phones, smart watches, cameras, etc.) are not allowed at your desk or within your clothing.

Homework: This is *super important* and where a good portion of your understanding & mastery happens. Stay on top of it!

- You will have **THREE** types of work to do outside of class for each chapter we cover: pre-class preparation work, InQuizative online adaptive learning, and SmartWork5. Follow due dates closely on Canvas. Late homework is not accepted. Each type of homework will have a dropped assignment, and thus 12 chapters of homework count. Each homework assignment is 1% of your final grade. IT ADDS UP.

1) Pre-Class Quizzes: Due by 8 am on the day it's due. Before you come to class to work on new material, you will be asked to watch a video and complete a set of 4-6 questions on that material. You will have 2 attempts on each quiz. Watching the video is crucial for your success on these quizzes. Many students have tried to take these quizzes quickly before class without watching the video. It doesn't work out well. These quizzes are for your BENEFIT, so that you have some background over what we are discussing and are engaged. This is basic material I will expect you to know before coming to class on the days we discuss new chapters.

2) InQuizitive: InQuizitive is an adaptive learning technology that helps you build knowledge at your own pace. Each question has a link to the eBook page where the relevant material is covered and allows you to indicate your degree of confidence with each question. As long as you receive the minimum threshold of points identified on these assignments, you will receive full credit. Collaboration in this part of the learning process is encouraged.

3) SmartWork: SmartWork is a more traditional homework platform. It is where you begin to practice and apply your learning. You will have multiple attempts on each question of the SmartWork assignment. You will receive adaptive feedback on each question. However, there is a 5% penalty for each attempt. This penalty is not punitive but intended to incentivize you to do your best work on every attempt. Each question has a link to the eBook page where the relevant material is covered and a hint that will help you approach the question.

Notes on homework:

- I strongly encourage you to form partnerships or groups to work on your homework. These fellow students will be very valuable to as you can aid each other in assignments as well as exam preparation. Homework *should not* be bringing down your grade. Be sure you keep up with your assignments, answer every part to every question, and turn them in on time. Think of these as practice for exams, and like we will be discussing in class frequently, practicing is one of the BEST forms of studying!
- There is a set of practice problems/former written homework for each chapter. Do these. They are invaluable for helping you succeed, but they do not count for a grade.

Rockonomix Group Project – optional/extra credit:
Collaboration with others is a key to success, particularly in the business world. Even if you someday want to be the CEO of your own company, you eventually will need to learn to manage your ability to interact with others. In that spirit, this course requires a single collaborative assignment, designed to help you learn an essential real world business skill. With today's technology, it is easier than ever to coordinate work across time and space using a variety of methods and time is provided within the course to accommodate this requirement! Rockonomix is am economics music video parody project with groups from 3-6 students. DUE **Monday November 21 before Thanksgiving break**. Presentations of these projects will be during the last day of class. See Canvas for details on group project. This is a fun, creative, but somewhat difficult assignment. Do not wait until the last minute to begin. I have seen this assignment boost grades significantly!

Citizenship/Attendance: PLEASE READ THIS!
Although attendance is not part of your final grade for this class, you will be expected to engage with the material in an on-going manner throughout the semester. I will be taking attendance every day in class and taking note of your engagement throughout the semester. I reserve the right to award grade bumps to those who are great attenders who participate and to dock those who don't come and don't participate. **There is a direct correlation with attendance and grades in this class.** I have the data to back it up. *It is hard to succeed if you are not present.* This should be enough incentive to come to class. That being said, if you are ill, do not come to class.

The past/current pandemic requires a flexible and fair attendance policy that maintains an appropriate expectation for engagement with course material. Ideally, you will be able to engage the course material by attending class in-person. If you are ill or quarantined, however, I want you to be able to engage the course material in other meaningful ways without attending face-to-face class sessions. If you are diagnosed with COVID-19 or required to quarantine, SOAR will contact me. If you believe you have been exposed, you should contact SOAR (soar@acu.edu). If you feel ill, you should contact the MACCC.

You are expected to engage the course material for every class session. Even if you will "miss class" for a university event or family emergency, you can still participate by engaging the course material through the asynchronous online lectures on Canvas. If a student accrues more than nine unexcused absences (20% of the class), I reserve the right to withdraw the student from the class or give the student an F as a final grade.

If for an extended period of time a student becomes too ill to engage the course material, the student and professor will work with SOAR to develop and plan that ensures the student's academic and physical well-being.

SECTION FOUR: MISCELLANEOUS COURSE POLICIES

Wearing headphones is not allowed in the classroom. Seriously. Every semester this continues to be a problem. As said before, on test days, **hats/caps**, phones, music devices, and any other electronic device or auxiliary devices (ex: headphones, Bluetooth headsets, cell phones, cameras, etc.) are not allowed at your desk or within your clothing. I prefer you leave these at home or in your backpack which must be left at the front of the classroom. Failure to follow this test day procedure will result in action in accordance with the academic dishonesty policy stated below.

Electronics policy: Electronic devices (cell phones, laptops, etc.) may not be used in class unless you sit on the outer edges of our classroom. They are distracting and can be disruptive to learning. **No cell phones are ever to be used in class unless you need it to calculate something while we are working**. I reserve the right to take your cell phone during class if I see you using it for anything but calculations when we are working. I'm not kidding.

Internet: The internet has an amazing amount of economics information that is presented in an amazing variety of ways. As always with the Internet, you have to discern what information is valuable and correct and what information is misleading or even wrong. The Internet can be a great way to have the information we are covering explained or demonstrated in a way that makes more sense to you than I do. I provide links on Canvas to some helpful tutorials from Khan Academy, Marginal Revolution University, and ACDC Econ on most topics. The internet is mostly for use *outside* of class, so let's keep our discussion face-to-face while in class.

Class Participation: You should be prepared at all times to participate in classroom discussion. From time to time you may be called upon to work problems or answer questions. This should not stress you out; we're all trying to get through this class successfully together!

Strategy for Success

Economics is not a spectator sport! You should expect this class to be challenging and time-consuming. A lot of material will be covered in a short period. You may feel confused at times, and at others you will be lost in the graphing. To do well in this class, you must budget sufficient time to read, study, and practice. **You will benefit by becoming familiar with the course material before you come to class!** Do not be afraid to seek help if you need it. Good sources of help are friends and other students, paid tutors, and your instructor. The students who are most successful in this course are those who:

- are self-motivated and maintain a positive, success-driven attitude;
- do not miss class or sleep in class;
- are knowledgeable of the syllabus, course requirements, and instructor's expectations;
- are well organized and take good notes;
- communicate with their instructor and seek help on a regular basis;
- attempt each type of practice problem;
- actively participate in the class discussion; and,
- commit sufficient study resources to the course and **do not fall behind**.

ADA Compliance Policy: Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call our office directly at (325) 674-2667 or email alpha@acu.edu. Alpha also houses tutors for this class. If you are struggling, get help early.

Academic Integrity: Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Violations of academic integrity and other forms of cheating involve the intention to deceive, mislead, or misrepresent and therefore, are a form of lying. Such actions are contrary to behavioral norms that flow from the nature of God. Academic misconduct includes, but is not limited to, the following: 1) Failing to give credit to sources used in a work in an attempt to present the work as one's own, 2) Submitting papers or projects obtained from another source (e.g., research service or club paper file) as one's own, 3) Falsifying information orally or in writing, and 4) Receiving, giving, or using unauthorized aid on an examination or quiz. Academic misconduct may result in, but is not limited to, a zero on the assignment and/or an F in the course. Additionally, the department chair, Dean of the College of Business Administration, and the Dean of Student Life will be notified. See the full university policy, including how to appeal a decision, by following this link.

Anti-Harassment Policy: As a professor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a professor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. When I am not able to keep your information confidential, I will only share it with responsible administrators on campus who can provide you with services and resources. I am required to share with the Title IX Coordinator information regarding sexual misconduct or harassment, dating or domestic violence or stalking that you report to me. If you would prefer to share information in a confidential setting, I encourage you to speak with someone in the ACU Counseling Center. All of your options are available for review by clicking on the link to ACU's policy.

SECTION FIVE: IMPORTANT TAKE AWAYS

1. **Buy the book NOW** (do not wait) and set up your online access so you don't start off behind.
2. **Print out the notes** to bring to class. They are at the top of every chapter module on Canvas. Supremely helpful.
3. **Come to class**!! Don't use your phone. Put it entirely away and on do not disturb. I really do see you use it and so do the people around you. Remember, I will take it away from you if I see you using it in class.
4. Practice problems, lots and lots of problems.
5. Plan in advance and don't get behind. Remember, every chapter has at least one pre-class quiz, InQuizative, and SmartWork5 homework. All those grades add up.
6. **FIND AN ECON BUDDY**! They will help you in class and with homework.
7. Ask for help… if not from me, then from a classmate, a TA or a tutor.

APPENDIX: CLASS SCHEDULE

DATE	Material	Chapter
Week 1	Into to Economics, Models, Production Possibilities Frontier	1, 2
Week 2	Finish Chapter 2 on PPF/Trade, Begin Supply and Demand	2, 3
Week 3	Finish D&S, Macro Intro/GDP	3, 6
Week 4	GDP, Review, Exam #1, Unemployment	6, 7
Week 5	Unemployment, Start Inflation	7, 8
Week 6	Finish Inflation, Loanable funds	8, 9
Week 7	Loanable Funds, Review, Exam #2	9
Week 8	Economic growth, AD/AS	11, 13
Week 9	AD/AS	13
Week 10	Recessions, Expansions, and macro debates	14
Week 11	Review, Exam #3, Start Fiscal Policy	16
Week 12	Finish Fiscal Policy, Start Money and Fed	16, 17
Week 13	Finish Money and Fed, Start Monetary Policy	17, 18
Week 14	Monetary Policy	18
Week 15	Catch up, Review, Exam #4	
EXAM WEEK	Final Exam	**9am class** – Thursday Dec. 15 2-3:45pm **10am class** – Tuesday Dec. 13 10-11:45am