

**READ THIS SYLLABUS CAREFULLY, IT MAY IMPACT YOUR DECISION
REGARDING WHETHER OR NOT TAKING THIS CLASS ONLINE IS FOR YOU.**

Text

Krugman/Wells, Macroeconomics 4th Edition. (MacMillian/Worth Publishers), 2015.

YOU DO NOT NEED TO BUY A BOOK WITH THE ACCESS CODE

For each chapter the instructor provides audio walkthroughs. Some of these walk-throughs refer directly to pages in the text, others are accompanied by a PowerPoint presentation. These learning aids are located in the Content Folder on Blackboard. The student is encouraged to listen to these recordings as s/he works through the text, taking advantage of the opportunity to pause the recording during particularly challenging sections. The student is also encouraged to take advantage of the Discussion Board as soon as s/he encounters any difficulty whatsoever. **Online education does NOT preclude interaction.**

Course Description

Macroeconomics provides direction regarding how an economy can and should be managed. Given the enormity and complexity of the question it is necessary that simplifying models be created that hold constant certain assumptions. Therein lies the rub. How one defines reality very much depends upon how one chooses to frame the question. And how one chooses to frame the question depends very much upon the assumptions one *chooses* to adopt. The purpose of this course is not to “teach” you how to define your assumptions but, rather, to understand the consequences of given sets of assumptions. For example, given a choice between two “bads” such as higher inflation or higher unemployment, which would *you* prefer to conquer knowing that in doing so you make the other worse. As you will come to realize there are perfectly valid yet opposing theoretical models that describe how an economy functions and what should be done to correct imperfections and inform difficult questions like the one just posed. The ultimate objective of this course is to help move the student to a position in which s/he can make informed decisions about creating the world we share.

TECHNICAL REQUIREMENTS

There will be NO extensions or retakes allowed because doing so requires that other students must wait for their results. It is REQUIRED of online students that they possess the technical ability and resources/equipment (hardware/software) necessary for online learning. If your internet connection is unreliable you have the option of using a computer lab at a nearby college or university or any public library. You will have the opportunity to discover the reliability of your connection you take the weekly quizzes in a low impact manner because the lowest 3 quiz grades for the semester will be dropped. If you opt to take an exam at an “untested” connection and find that you lose your connection that is your choice.

Instructional Objectives

Upon completion of this course, the student will be able to:

1. Describe different interpretations about how a macro economy works.
2. Describe aggregate demand and aggregate supply.
3. Describe the relationships among unemployment, inflation and economic growth.
4. Describe government intervention vis-à-vis stabilization policy (fiscal policy).
5. Describe Federal Reserve intervention vis-à-vis stabilization policy (monetary policy).
6. Describe how the international economy works, including the costs & benefits of globalization.

Student Grading and Criteria for Evaluating Student Performance

Quizzes:	16%	The lowest three grades will be dropped.
Discussion Boards	16%	Lowest grade will be dropped. You must make an original post by Wednesday midnight & reply to 2 classmates by Saturday midnight.
Midterm Exams	40%	Two midterms at 20% each.
Cumulative Final	28%	

- Unless otherwise indicated, quizzes are multiple choice, to be taken online, and will be timed. You may be given the opportunity to take the quiz multiple times. However, once you open the quiz you cannot close it and reopen it without the clock continuing to run, so if you choose to take the quiz multiple times you must do so in one sitting. Since your highest score will be the one counted in the grade book, it makes sense to take the quiz multiple times when given the option, even if you score 100% on your first attempt. The reason I say this is that the quiz questions are taken from a pool so you will likely see different questions on each attempt. Thus, you get more practice. Also, for each attempt you will see your grade, but not which questions you got incorrect. There are two basic reasons for this: it prevents “gaming” rather than learning and it mitigates cheating instead of learning.
- Exams are similar to quizzes except you do not get multiple attempts and the questions may not all be multiple choice.
- Discussion boards require a **thoughtful** initial post the equivalent of a typed page and informed by the course material, NOT just your opinion. Yes, student ideas are very important, but they must be founded on economic theory. Likewise, replies/responses to classmates are intended to foster an exchange of ideas. Posts such as “great post, I really liked what you had to say about X” will earn no credit because they have no substance. An ideal post is more on the lines of “I found what you had to say about X interesting because of the way you argued/incorporated Y theory. However, maybe we should consider theory Z. If we do so, we might come to alternate conclusion W.” You will not have access to the discussion forum until AFTER you make your initial post. No fair peeking, it is tantamount to cheating and **will result in an F for the course.**

Under no circumstances will extra credit opportunities be offered, so I urge you to stay on top of the material.

Accommodating Students with Disabilities

Southern Maine Community College is an equal opportunity/affirmative action institution and employer. For more information, please call 207-741-5798.

If you have a disabling condition and wish to request accommodations in order to have reasonable access to the programs and services offered by SMCC, you must register with the Disability Services Coordinator, who can be reached at 207-741-5629 (TDD 207-741-5667). Further information about services for students with disabilities and the accommodation process is available upon request.

Class Policies

- **Cheating:** Students caught cheating will be assigned a grade of **F for the course.**
- **Incomplete Policy:** An incomplete will only be given to students in extreme situations. The student must be passing the course to qualify for an incomplete.
- **Withdrawal:** The possibility of failing the class is not sufficient reason for withdrawal after the standard withdrawal date.

Tentative Schedule***Subject to change at instructor's discretion***

Week 1	1/18-1/24	Chapters 1 & 2	Introduction	
Week 2	1/25-1/31	Chapter 5	Discussion 1	Quiz 1 due Sunday
Week 3	2/1-2/7	Chapter 6		Quiz 2 due Sunday
Week 4	2/8-2/14	Chapter 7	Discussion 2	Quiz 3 due Sunday
Week 5	2/15-2/21	Chapters 8		Quiz 4 due Sunday
Week 6	2/22-2/28	Chapter 9		Midterm 1 due Sunday
Week 7	2/29-3/6	Chapter 10		Quiz 5 due Sunday
Week 8	3/7-3/13	Chapter 11		Quiz 6 due Sunday
Spring Break 3/14-3/20				
Week 9	3/21-3/27	Chapter 12		Quiz 7 due Sunday
Week 10	3/28-4/3	Chapter 13	Discussion 3	Midterm 2 due Sunday
Week 11	4/4-4/10	Chapters 14		Quiz 8 due Sunday
Week 12	4/11-4/17	Chapters 15	Discussion 4	Quiz 9 due Sunday
Week 13	4/18-4/24	Chapter 17	Discussion 5	Quiz 10 due Sunday
Week 14	4/25-5/1	Chapter 19	Discussion 5	Quiz 11 due Sunday
Week 15	FINAL EXAM due Monday May 9			