

# Syllabus for Summer-B 2023

Summer C (May 15 – Aug. 9), Summer A (May 15 – June 26), Summer B (June 28 – Aug. 9)

## I. Course Information

Course Title: Principle of Macroeconomics

Course No. and Section: ECO2013-71

Credit Hours:3.0

## II. Instructor Information

Instructor Name: Dewith Mayne

Office Location Online

Office Hours: M & F 8:30am-9:30am &6pm-7pm

Meeting Day & Time: Online

Course Location: Online

Meeting Dates: Online

Telephone No.: 352-873-5800 ext.1649

Email: (Your CF email) [mayned@cf.edu](mailto:mayned@cf.edu)

Please use Canvas Inbox

## III. Additional Instructor Information

**Hello All,**

I would like to go over a few particulars concerning this class so all can get started and do well. This class will use a combination of CANVAS and Connect with the student only having to log into CANVAS to get to the Connect assignments. All that is required is the Connect code/EBook...the hard copy is NOT required. Once you get your code, go to the class in CANVAS and click on McGraw-Hill Connect. At that point it will ask you to enter your Connect Userid /Password...if you do not have one, this is the point where you will register to create one. After putting in your security information, the next screen will ask you for the access code. This is the place you will enter the code you purchased. This will register you in the course in Connect.

After you are registered in the class in Connect, you will not use the McGraw-Hill link again. In the future you will log into CANVAS, click on the assignment tab which will give you access to all your class assignments including the Connect assignments. Once you click on any Connect assignment, it will directly bring you into Connect so you can complete the task. Also, ALL Connect assignments will appear in the CANVAS calendar which should help all to keep on task.

#### **IV. Extended Emergency Closure**

For emergency campus closings (natural disasters, etc.) call 352-291-4499 or 800-831-9244 or check our [website](#) (CF.edu).

#### **V. Course Description**

This course, macroeconomics, pertains to national income, employment, and fiscal policy, monetary policy, economic stability, and current domestic and international economic problems. It is a course in economic principles involving the overall operation of the market economy. Particular attention will be given to the effects of aggregate demand and aggregate supply on the levels of output, employment and prices. This course will also examine how the tools of fiscal and monetary policy may be used in dealing with macroeconomics problems such as unemployment, inflation and economic fluctuation.

#### **VI. Additional Course Description Information**

As a registered student in this class, you assume the responsibility for conducting yourself in a manner that contributes positively to CF's learning community as described in the Student Code of Conduct. This class may require participation in discussion to meet course-learning outcomes. We are a class comprised of individuals. As such, there will be multiple opinions expressed throughout the semester that you may not personally agree with or even understand - as may be expected. My role as an instructor is to facilitate freedom of expression that is relevant to the course, credible, open and respectful without the promotion or endorsement of a single viewpoint. Conversations informed by diverse viewpoints contribute to critical thinking and higher-level learning. Even if you don't agree, listening to different points of view may give you further insight into your own perspectives. No lesson is intended to espouse, promote, advance, inculcate, compel a particular feeling, perception, viewpoint, or belief in a concept. Concepts as presented are not endorsed by the instructor but are presented as part of the larger course of instruction. Should a student feel uncomfortable with how course content is presented or discussed, please contact the instructor for further conversation.

**Brief statement of teaching philosophy and/or expectations:**

My experiences have influenced my teaching and learning philosophy. There are three distinctive features to my philosophy. First, it is student-centered. I try hard to motivate students and impart critical skills for lifelong learning in the economics and business studies. Secondly, my philosophy nurtures empathy and critical reasoning for leadership and service on the part of students by infusing humanistic ideals into the economic way of thinking. The third feature of my teaching philosophy taken together provides interdisciplinary and cross-cultural sensitivities for scholarship, lifelong skills in leadership, and service to the community.

The ball is in your court.

You are expected to demonstrate mastery of:

1. historical and institutional facts and terminology
2. Basic macroeconomics theory and principles;
3. Tools and methods of analysis; and
4. Critical thinking and problem-solving skills.

To help you achieve the learning objectives stated above, you will be required to:

1. Read the textbook and other assigned readings;
2. Do economic analysis by means of homework assignments and problem-solving work in class, and by your independent work.
3. Demonstrate your acquired knowledge of economics, homework assignments and examinations.

**Student Responsibility:** Since this is Face-to-Face and online students will need to have their own web browser (Example: Firefox, Google Chrome (preferred) Microsoft Internet Explorer). Knowledge of how the above-mentioned browsers work is the student's responsibility. If students do not have a computer or web browser, they will be able to use the computer labs on campus. Bldg. 40, third floor. Correspondence concerning this course will be sent through the Canvas email system. The email system (Inbox) is located in the upper right-hand corner tool bar.

If you have any problems with Canvas, please contact the CCF Distance Learning Helpdesk at: dlhelp@cf.edu or click on the Help link in the upper right-hand tool bar.

**Brief statement of course goal:**

This course is taught in part by using the Internet and e-mail correspondence by both instructor and student. However, the class also includes a significant "dose" of what we call "collaborative learning"--students working with and learning from other students through the Internet.

Students are expected to MASTER the textbook and other assigned readings primarily by independent and group study, answering textbook questions, and by discussing economic concepts and ideas with your fellow Internet classmates, instructor, friends and relatives. Consider your instructor a valuable resource to help educate yourself.

I look forward to the classes' active participation and maximum effort in our joint learning adventure. I put a lot of preparation and energy into the course, and I hope the class will do the same. I look forward to working with the class this semester!

Fundamental principles, concepts, methodology and economic reasoning of the discipline. Emphasis on theoretical, institutional, historical and policy foundations of various contemporary issues.

Classroom Decorum – Disruptive behavior will not be tolerated. Disruptive students will be asked to leave the classroom. Continuous disruptive behavior will result in withdrawal from the course and disciplinary action under the Code of Student Conduct (see Student Handbook).

PROGRAM: ECO2013 is required for an Associate Degree in Business and as a core course for a number of Arts & Sciences majors.

Pre/Corequisites: None

## VII. Required Materials

Required Text Title: Macroeconomics 12<sup>th</sup> Edition-Connect Access Only (McGraw-Hill)

Author of Text: Slavin

Edition: 12<sup>th</sup>

ISBN No.: #9781265231293

Optional Materials: None

## VIII. Student Learning Outcomes/Course Objectives

**Critical Reasoning: The student will reflect, analyze, synthesize, and apply critical thinking.**

1. Create plausible solutions and implications of solutions. How Measured: Assignments, Quizzes, Exams.

**Communication: The student will read, write, speak, and listen effectively.**

1. Read materials and effectively understand essential facts and concepts.

How Measured: Assignments, Quizzes, Exams.

2. Write an organized document that communicates effectively and appropriately for the situation.

How Measured: Assignments, Quizzes, Exams.

3. Listen actively to comprehend main ideas and essential details.

How Measured: Assignments, Quizzes, Exams.

4. Express clear, well-organized ideas through oral communication.

How Measured: Assignments, Quizzes, Exams.

**Quantitative and Analytical Reasoning: The student will understand and apply mathematical and scientific principles and methods.**

1. Perform accurate computations using order of operations with and without technology.

How Measured: Assignments, Quizzes, Exams.

2. Demonstrate mathematical number sense and unit sense.

How Measured: Assignments, Quizzes, Exams.

**Global Socio-Cultural Responsibility: The student will be an informed and responsible citizen in social, cultural, and global matters.**

1. Identify scientific principles underlying human influence upon the Earth and its inhabitants.

How Measured: Assignments, Quizzes, Exams.

2. Recognize complex historical, cultural, economic, and political forces that create societies as well as how these forces shape personal identity.

How Measured: Assignments, Quizzes, Exams.

**Computer & Information Skills: The student will be able to evaluate the importance of technology and its applications.**

1. Organize data or information using appropriate electronic media. How Measured: Assignments.
2. Access, research, and retrieve information using the Internet. How Measured: Assignments
3. Communicate with others using electronic media. How Measured: Classroom Activity

## IX. Assessment

### Attendance (100 points)

Students will be allowed 3 unexcused absences for the term. An unexcused absence is one in which the student fails to notify the instructor **BEFORE** the class that they will not be able to attend. Once a student has exceeded 3 unexcused absences, they will lose 100 points from their accumulated point total for the class. Students that notify the instructor before class by methods such as email, phone or in person that they are unable to attend will be given an excused absence and no penalty will be assessed. It is the responsibility of the student who enters the class late to ensure that they have been marked attending

### Smart Book (10 points)

This **Connect** assignment that will instruct and quiz the student on the key points included in each chapter. As student is working their way through the chapter the program will periodically stop and quiz the student on their understanding of the important topics.

### Exams and Quizzes (Exams 100 points each, Quizzes 20 points each)

The class will consist of 4 exams covering 4 chapters each. Each exam will consist of 50 questions and can only be taken once. All chapters we will cover in the textbook will have various 20-point quizzes associated with it. There is a total of 8 quizzes (2 chapters each) that cover each concept in each chapter.

### **Chapter Problems (30 points each) -2 Attempts Allowed**

At the end of 13 chapters are exercises that will cover the main points of each chapters – this will include multiple choice questions, calculations as well as manipulating graphs/charts. **You will have the opportunity to use the eBook, hints (when available) and 2 check my work per question.**

### **Fill in Questions (15 points each) – 2 Attempts Allowed**

There is a total of 4 Fill in the Blank assignments (4 chapters each) that cover each concept in each chapter. **You will have the opportunity to use the eBook, hints (when available) and 2 check my work per question.**

### **Interactive Simulation Assignments (25 points)**

This **Connect** assignment (6 in total) that will instruct and quiz the student on the key points included in each chapter. As student is working their way through the simulation the program will periodically stop and ask the student what to do next to solve the problem based on what was covered in the particular chapter(s). The grade is based on how close the student was to the correct decision.

### **Discussion Boards (20 points in CANVAS)**

To earn 20 points, students need to post at **least twice per discussion**. One posting will address my original topic and the other posting will address another student posting. When you respond to another students posting you need to explain why you agreed with their posting or not agree to their posting. Your responses must fully answer the question, one- or two-line answers as well as responses to classmates will not suffice. I suggest you fully think out your answers to the questions. When responding to classmates, please include the student's name you are responding to. **Failure to do the second part will cost a student 10 points.** .

Your grade is determined by your level of performance on the evaluations that I administer. I do not use a curve to scale the grades. I use a total point system. You are not competing against other students in class. Nor do I set a maximum or minimum number of A's, B's, etc., that I will "give out." For example, if 70% of the class happens to earn an "A" on an evaluation

**Attendance:** You are required to attend all class meetings. Attendance is required for all tests and **there will be no make-up tests**. Non-attendance does not constitute withdrawal from this course. It is your responsibility to complete the withdrawal forms by the appropriate date. Attendance accounts for 5% of your final grade.

For the complete grading scale, see the current CF catalog.

**I. Mandatory College-Wide Grading scale:**

GRADING SCALE:		GRADING SCALE: IN POINTS.
<b>A:</b>	90-100%.	1413-1570 points.
<b>B+:</b>	87-89%.	1373-1412 points.
<b>B:</b>	80-86%.	1256-1372 points.
<b>C+:</b>	77-79%.	1216-1255 points.
<b>C:</b>	70-76%.	1099-1215 points.
<b>D:</b>	60-69%.	942-1098 points.

**Assignment Points Breakdown**

Attendance	100.
Orientation Assignments.	30.
Smart Books 16@10 points each.	160.
Tests:4 multiple choice exams @ 100 points each.	400.
Chapter Quizzes: 8 @ 20 points each.	160.
Chapter Problems 13@30 points each.	390.
Fill in Questions 4@15 points each.	60.
Interactive Assignments 6@25 points each.	150.
Discussions: 6 @ 20 points each.	<u>120.</u>
<b>Overall Possible points.</b>	<b>1570.</b>

The College of Central Florida is committed to helping you succeed and achieve your academic, personal and career goals. There are a wide range of resources and support services available to you. When students are connected early to resources and support systems on campus, they are more likely to stay in classes, perform better in those classes, and complete their path more quickly. One example is through an Early Support Program, where you may receive an email indicating your professor or advisor is reaching out directly to help connect you to support services. This may include connecting you to tutoring, financial support, psychological support services, and disability services just to name a few. Be aware, you can also reach out to these services on your own as well. Additionally, we offer disability services, a testing center, and many other resources which are all available to you. Please refer to the College Resources, Dates, and Policies document in your Canvas course to learn more about these supports.

**Make-up policy:** No make-up work will be given unless there is an emergency or if I have given you prior approval. In such an event, you must notify me before the exam or item is due unless the emergency prohibits it. You might be asked to bring proof of the emergency. A make-up exam must be taken within one week of the original exam date unless the emergency prohibits it. While you do not need to disclose personal details, let me know as soon as possible if something is preventing you from participating online or completing work.

**Tentative class schedule** – weekly, daily, thematically, etc. (class assignments, reading, quizzes, etc. Include schedule of approved field trips and guest speakers, if appropriate. Tables must have headers on all columns and rows to be ADA accessible.

**Due Dates: Preparation, Activities and Evaluation**



<b>Week-1</b>	
<b>7/2/23</b>	Discussion 1 Introduction use for Attendance
<b>7/2/23</b>	Graphing orientation, Interactive graphing & Simulation Orientation
<b>7/2/23</b>	Chapters 1&2 Smart book.
<b>Week-2</b>	
<b>7/6/23</b>	Chapters 1 &2 quiz
<b>7/6/23</b>	Problem #2
<b>7/8/23</b>	Chapter 2 Interactive Assignment
<b>7/8/23</b>	Discussion #2
<b>7/8/23</b>	Chapters 3 & 4Smart Book
<b>7/9/23</b>	Chapters 3 & 4Smart Book
<b>7/9/23</b>	Chapters 3 &4 Quiz
<b>7/9/23</b>	Problem #4
<b>7/9/23</b>	Chapters 1-4 Fill in Questions
<b>Week-3</b>	
<b>7/11/23</b>	Exam-1 Chapters 1-5 (Open 7/9)
<b>7/13/23</b>	Chapters 5 &6 Smart Book
<b>7/13/23</b>	Chapters 5 & 6 Quiz
<b>7/16/23</b>	Chapter 4 Interactive Assignment
<b>7/16/23</b>	<b>Discussion # 3</b>
<b>Week-4</b>	
<b>7/19/23</b>	Chapters 7 & 8 Smart book.
<b>7/19/23</b>	Chapters 7 & 8 Quiz
<b>7/19/23</b>	Problem #6
<b>7/21/23</b>	Chapters 5-8 Fill in Questions
<b>7/21/23</b>	Problem #7
<b>7/23/23</b>	Exam Chapters 5-8(Opens 7/21).

<b>Date Due:</b>	
<b>Week-5</b> 6/14/23	Syllabus — page 10 [Please edit and delete these bracketed instructions] Chapters 9&10 Smart book
<b>Week-5</b>	
7/26/23	Chapters 9 &10 Quiz
7/26/23	Problem-10
7/26/23	Discussion #4
7/26/23	Interactive Assignment #8
7/28/23	Chapters 11&12 Smart book.
7/28/23	Chapters 11 & 12 Quizzes
7/28/23	Problems #11&12
7/30/23	Chapter 9-12 Fill in Questions
7/30/23	Discussion # 5
<b>Week-6</b>	
8/1/23	Exam Chapters 9-12 (7/30)
8/4/23	Chapters 13 & 14 Smart book
8/4/23	Chapters 13 &14 Quiz
8/6/23	Chapters 16& 19 Smart Book
8/6/23	Chapter 16 &19 Quiz
8/6/23	Chapters 13-19 Fill in Questions
8/7/23	Interactive Assignments #10

<b>Date Due:</b>	
8/7/23	<b>Discussion #6</b>
8/8/23	Final Exam Chapters 13-17 (Open 8/4)

STATEMENT: Due to unforeseen happenings, it may be necessary for the course assignment schedule to be altered. I will always strive to be fair about any changes.

## XII. College Policies

The College of Central Florida is committed to helping you succeed and achieve your academic, personal and career goals. There are a wide range of resources and support services available to you. When you connect to resources and support systems on campus early, you are much more likely to be successful in your classes and complete your path more quickly. One example is through an Early Support Program, where you may receive an email indicating your professor or

advisor is reaching out directly to help connect you to support services. This may include connecting you to tutoring, financial support, psychological support services, and disability services just to name a few. Be aware, you can also reach out to these services on your own as well. Additionally, we offer free tutoring, disability services, a testing center, and many other resources which are all available to you. [Please refer to the College Resources, Dates, and Policies document in your Canvas course to learn more about these supports and policies.](#)

## **XII. Equity Statement**

College of Central Florida offers equal access and opportunity in employment, admissions and educational activities. The college will not discriminate on the basis of race, color, ethnicity, religion, gender, pregnancy, age, marital status, national origin, genetic information, sexual orientation, gender identity, veteran status or disability status in its employment practices or in the admission and treatment of students. Recognizing that sexual harassment constitutes discrimination on the basis of gender and violates this policy statement, the college will not tolerate such conduct. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Dr. Mary Ann Begley, Director of Compliance and Planning – Title IX Coordinator, Ocala Campus, Building 3, Room 117H, 3001 S.W. College Road, 352-291-4410, or [Equity@cf.edu](mailto:Equity@cf.edu).