

## ECON 2301 P02, Principles of Macroeconomics Spring 2024

**Instructor:** Michael F. Williams, Ph.D.  
**Section # and CRN:** P02 23121  
**Office Location:** Agriculture/Business Multipurpose Building, room 458  
**Office Phone:** (936) 261-9208  
**Email Address:** [mfwilliams@pvamu.edu](mailto:mfwilliams@pvamu.edu)  
**Office Hours:** Mon and Wed 10:50AM-11:55AM & 2:00PM-2:55PM, Fri 9:55AM-11:55AM  
Virtual office hours available using Zoom: Send an email to [mfwilliams@pvamu.edu](mailto:mfwilliams@pvamu.edu), and I will reply with a Zoom link so we can have a Zoom meeting.

**Mode of Instruction:** Face to Face  
**Course Location:** Agriculture/Business Building, room 119  
**Class Days & Times:** MWF, 12:00PM-12:50PM

**Catalog Description:** Analysis of the principles and problems of money and banking, national income, public finance, international trade, and economic growth.

**Prerequisites:** None  
**Co-requisites:** None

**Required Text:** **Principles of Macroeconomics 3e**  
Authors: Stephen A. Greenlaw, David Shapiro et al.  
This is a free textbook available at:  
<https://openstax.org/details/books/principles-macroeconomics-3e>

**eCourses (Canvas):** Some course content will be placed on eCourses (Canvas), including: practice sets; bonus point quizzes; handouts; practice exam questions.

Students will also take the course exams on eCourses.

The web address of eCourses is: <https://ecourses.pvamu.edu>

## Student Learning Outcomes:

	<b>Upon successful completion of this course, students will be able to communicate and critically analyze the following:</b>	<b>Program Learning Outcome # Alignment</b>	<b>Core Curriculum Outcome Alignment</b>
<b>1</b>	<b>The scope and nature of economics, and other key issues, such as the difference between micro and macroeconomics, significance of globalization, etc.</b>	<b>Mastery of Content; Ethics; Communication; Global Perspective</b>	<b>Critical Thinking; Social Responsibility; Communication</b>
<b>2</b>	<b>Fundamentals of demand and supply and the dynamics of market equilibrium</b>	<b>Mastery of Content; Communication</b>	<b>Critical Thinking; Empirical and Quantitative Skills; Communication</b>
<b>3</b>	<b>Alternative measures of national income and their differences and limitations.</b>	<b>Mastery of Content; Communication</b>	<b>Critical Thinking; Empirical and Quantitative Skills</b>
<b>4</b>	<b>The measurements and applications of cost of living indices</b>	<b>Mastery of Content</b>	<b>Critical Thinking; Empirical and Quantitative Skills</b>
<b>5</b>	<b>The factors that contribute to production and economic growth</b>	<b>Mastery of Content</b>	<b>Critical Thinking; Empirical and Quantitative Skills</b>
<b>6</b>	<b>Basic issues about savings and investment and their significance to the national economy</b>	<b>Mastery of Content</b>	<b>Critical Thinking;</b>
<b>7</b>	<b>Different types of unemployment and their underlying factors</b>	<b>Mastery of Content; Ethics</b>	<b>Critical Thinking; Social Responsibility Empirical and Quantitative Skills;</b>
<b>8</b>	<b>The basics of the monetary system and problems and issues associated with inflation.</b>	<b>Mastery of Content; Global Perspective; Ethics</b>	<b>Critical Thinking; Social Responsibility</b>
<b>9</b>	<b>Business cycles, aggregate demand and supply, and how they determine national output.</b>	<b>Mastery of Content; Communication</b>	<b>Critical Thinking; Empirical and Quantitative Skills; Communication</b>
<b>10</b>	<b>How public policies affect national output through aggregate demand and supply.</b>	<b>Mastery of Content; Communication; Global Perspective;</b>	<b>Critical Thinking; Empirical and Quantitative Skills; Communication; Social Responsibility</b>

## Major Course Requirements

### Method of Determining Final Course Grade

	Course Grade Requirement	Value	Total
1	Exam #1	20%	20%
2	Exam #2	20%	40%
3	Exam #3	20%	60%
4	Final Exam	40%	100%

**Bonus points:** Bonus points will be available for

1. In class activities
2. Course-related activities on eCourses such as Bonus Point Quizzes.

There are no “makeup” bonus points. Bonus points are added to the student’s next exam grade.

### Grading Criteria and Conversion:

A = 90% and higher   B = 80% to 89.99%   C = 70% to 79.99%   D = 60% to 69.99%   F = Less than 60%

Depending on class performance, semester grades may be “scaled,” resulting in a semester grade higher than the minimum indicated in the table above.

Individual student grades may be adjusted down in the following cases:

- 1) Cases of academic dishonesty
- 2) Other improper student behavior.
- 3) Excessive absenteeism

If a student has stopped attending the course (i.e. “stopped out”) at any point after the first day of class but did not officially withdraw from the course and has missed assignments and exams and performed below the grade level of a D, a grade of FN (failed-non attendance) will be assigned for the final course grade to ensure compliance with the federal Title IV financial aid regulations. In contrast, if the student has completed all assignments and exams, but performed below the grade level of a D, a grade of F will be assigned for the final course grade.

**eCourses’ (Canvas’) Automatic Semester Grade Calculation is Not Reliable in Our Course:** eCourses (Canvas) automatically attempts to calculate your semester average and semester letter grade during the course. Unfortunately, this automatic calculation usually can result in an incorrect semester grade calculation for you (and it is impossible to modify Canvas’ automatic grade calculation so that it is correct). This is because: 1. Canvas does not know the semester letter grade “curve” ahead of time (no one knows the curve ahead of time—not even me)—so, for example, Canvas might assert that your semester grade is C, not knowing that with the curve your semester grade is a B; 2. Canvas does not replace the lowest of the first 3 exam scores with the final exam score.

Remember: at the end of the semester after all coursework is graded, I will calculate the curve for the class and calculate your semester letter grade, which will be posted on PantherTracks. PantherTracks is where you will find your official PVAMU course grades, not Canvas.

## **Course Procedures or Additional Instructor Policies**

### **Exams:**

Exams #1, #2, and #3 will each be 50 minutes long. The final exam will be 2 hours long. See the course schedule for the dates of the exams.

Exams will be taken on eCourses. Students must take the exam at any time on the exam date (24-hour exam window). There will be no face to face class meeting on exam dates.

Exams are open-notes, open-computer, open-textbook, but you must work on your own with no communication or collaboration of any kind with any other person. You must answer exam questions on your own without help from anyone else. The use of Artificial Intelligence services such as ChatGPT, Bard, or CoPilot is prohibited during exams.

Do not discuss the contents of an exam with anyone (except for me) until the day after the exam date.

**Academic Dishonesty Warning: Students who are caught providing exam answers to another student, or looking at another student's exam, or copying answers from another person on an exam, or discussing an exam with another person (except for me) on the exam date, or receiving aid on the exam from any other person on the exam date, or using artificial intelligence services such as ChatGPT, or engaging in any other form of academic dishonesty during an exam will be given an F grade for the semester and reported to the Management & Marketing Department Head.**

The exams will almost certainly take place during the dates prescribed in the included class schedule (barring a network outage or total shutdown of the university), so please plan your schedule accordingly.

Exams #1, #2 and #3 are not cumulative. The final exam is cumulative.

**Missed exam #1, #2, or #3:** Because there are legitimate reasons to miss an exam, a student who misses a single exam #1, #2, or #3 will have the missed exam score replaced by the final exam percentage score. However, a student who misses a second and/or third exam #1, #2, or #3 will receive a zero score for the missed exam(s). There are no exceptions to this rule.

**Missed final exam:** A student who misses the final exam will receive a zero score for the final exam, except in extremely rare cases of documented dire personal need, in which case the student *might* qualify to receive an "incomplete" grade for the semester by applying for an excused absence from the Dean of Students Office.

**Lowest exam #1, #2, or #3 score replaced by final exam percentage score:** Because legitimate circumstances can result in a low score for a student on exam #1, #2, or #3, each student who completes all exams #1, #2, and #3 during the semester will have the lowest of those exam scores replaced by the final exam percentage score (if the final exam percentage score is higher than the lowest of those exam scores).

**No late exams or makeup exams will be given for any reason.**

**Except for the bonus points mentioned above,  
there is no extra credit available in the course.**

**Practice Exam Questions:** I will post practice exam questions on eCourses prior to each “real” exam. These practice exam questions will help students prepare for the real exams (as part of a comprehensive study program that includes all other coursework and proper study habits—do not make the mistake of relying solely on the practice exams to study for the real exams). Answers to practice exam questions will be solved by students, with instructor help, during class review sessions.

### **Self-Discipline and Effort:**

*Your semester grade depends upon YOUR EFFORT in this course*

It is important to adhere to the course schedule and not fall behind on reading or practice problems. You should devote 6-12 hours per week on this course, attending class sessions, reading the assigned textbook chapters/handouts, doing practice problems, doing unassigned problems from the textbook for your own use, doing practice exams, and taking exams. If you fail to devote 6-12 hours per week on these things then you should not be surprised to receive a D or an F for your semester grade.

Need some help with studying and learning? Besides me, you can contact:

Dr. Carolyn S. Davis

Assistant Dean, Recruitment & Academic Enhancement

*Academic Progress Monitoring & Academic Achievement Planning*

*Including but not limited to; Establishing a Study Schedule, Time Management, Goal Setting, Mentoring etc.*

Room 453

936-261-9237

[csdavis@pvamu.edu](mailto:csdavis@pvamu.edu)

### **Tutoring**

for this course by College of Business tutors (graduate students) may become available. I will let you know the hours when tutoring is available, as soon as they are established.

Tutoring might also become available by the university’s tutoring center (usually located in the library in normal times). I will let you know about this.

***The instructor reserves the right to make minor changes to this syllabus should conditions warrant it. Students will be informed of these changes.***

## Student Support and Success

### John B. Coleman Library

The John B. Coleman Library's mission is to enhance the scholarly pursuit of knowledge, to foster intellectual curiosity, and to promote life-long learning and research through our innovative services, resources, and cultural programs, which support the Prairie View A&M University's global mission of teaching, service, and research. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. [Library Website](#) Phone: 936-261-1500

### Academic Advising Services

Academic Advising Services offers students various services that contribute to student success and lead toward graduation. We assist students with understanding university policies and procedures that affect academic progress. We support the early alert program to help students connect to success early in the semester. We help refer students to the appropriate academic support services when they are unsure of the best resource for their needs. Faculty advisors support some students in their respective colleges. Your faculty advisor can be identified in PantherTracks. Advisors within Academic Advising Services are available to all students. We are located across campus. Find your advisor's location by academic major on the [advising website](#). Phone: 936-261-5911

### The University Tutoring Center

The University Tutoring Center (UTC) offers free tutoring and academic support to all registered PVAMU students. The mission of the UTC is to help provide a solid academic foundation that enables students to become confident, capable, independent learners. Competent and caring staff and peer tutors guide students in identifying, acquiring, and enhancing the knowledge, skills, and attitudes needed to reach their desired goals. Tutoring and academic support are offered face-to-face in the UTC and virtually in online sessions. Other support services available for students include Supplemental Instruction, Study Breaks, Academic Success Workshops, and Algebra Study Jam. Location: J. B. Coleman Library, Rm. 307; Phone: 936-261-1561; Email: [pvtutoring@pvamu.edu](mailto:pvtutoring@pvamu.edu); [University Tutoring Website](#)

### Writing Center

The Writing Center provides well-trained peer tutors to assist students with writing assignments at any stage of the writing process. Tutors help students with various writing tasks from understanding assignments, brainstorming, drafting, revising, editing, researching, and integrating sources. Students have free access to Grammarly online writing assistance. Grammarly is an automated proofreading and plagiarism detection tool. Students must register for Grammarly by using their student email address. In addition, students have access to face-to-face and virtual tutoring services either asynchronously via email or synchronously via Zoom. Location: J. B. Coleman Library, Rm. 209; Phone: 936-261-3724; [Writing Center Website](#), [Grammarly Registration](#)

### Panther Navigate

Panther Navigate is a proactive system of communication and collaboration between faculty, academic advisors, and students that is designed to support student success by promptly identifying issues and allowing for intervention. Panther Navigate helps students by providing a central location to schedule advising appointments, view campus resources, and request assistance. Students who recognize that they have a problem that negatively affects their academic performance or ability to continue school may self-refer an academic early alert. To do so, students will log in to Canvas and click on Student Alerts on the left sidebar within a course. Students also have the option to download the Navigate Student app. Phone: 936-261-5902; [Panther Navigate Website](#)

### Student Counseling Services

The Student Counseling Services offers a range of services and programs to assist students in maximizing their potential for success: short-term individual, couples, and group counseling, as well as crisis intervention, outreach, consultation, and referral services. The staff is licensed by the State of Texas and assists students who are dealing with academic skills concerns, situational crises, adjustment problems, and emotional difficulties. Information shared with the staff is treated confidentially and in accordance with Texas State Law. Location: Hobart Taylor, 2<sup>nd</sup> floor; Phone: 936-261-3564; [Health & Counseling Center Website](#)

## Office of Testing Services

The Office of Testing Services serves to facilitate and protect the administration of educational and professional exams to aid students, faculty, staff, and the community in their academic and career goals. We provide proctoring services for individuals who need to take exams for distance or correspondence courses for another institution, exams for independent study courses, or make-up exams. In order for a proctored exam to be administered by our office, the instructor of the course must first submit the online PVAMU Testing Services – Test Proctoring Form (this form can only be completed by the instructor) to the Office of Testing Services 72 hours prior to the first exam being administered. Once the Test Proctoring Form has been submitted, the instructor will inform their testers so they can then register for an appointment with our office on one of the selected proctored exam test dates within the testing window for the exam and pay the applicable fees. To access the OTS – Test Proctoring Form, to schedule a proctored exam appointment, or to find more information about our proctoring services, please visit the [OTS – Proctoring Service website](#). Location: Wilhelmina Delco, 3<sup>rd</sup> Floor, Rm. 305; Phone: 936-261-3627; Email: [aetesting@pvamu.edu](mailto:aetesting@pvamu.edu); [Testing Website](#)

## Office of Diagnostic Testing and Disability Services

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, contact the Office of Disability Services. As a federally-mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops individualized ADA letters of request for accommodations. Other services include learning style inventories, awareness workshops, accessibility pathways, webinars, computer laboratory with adapted hard and software, adapted furniture, proctoring non-standardized test administrations, ASL interpreters, ALDs, digital recorders, Livescribe, and a comprehensive referral network across campus and the broader community. Location: Hobart Taylor, Rm. 1D128; Phone: 936-261-3583; [Disability Services Website](#)

## Center for Instructional Innovation and Technology Services (CIITS)

Distance Learning, also referred to as Distance Education, is the employment of alternative instructional delivery methods to extend programs and services to persons unable to attend classes in the traditional manner. CIITS supports student learning through online, hybrid, web-assist, and 2-way video course delivery. For more details and contact information, visit [CIITS Student Website](#). Phone: 936-261-3283 or email: [ciits@pvamu.edu](mailto:ciits@pvamu.edu).

## Veteran Affairs

Veteran Services works with student veterans, current military, and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall, Rm. 102; Phone: 936-261-3563; [Veteran Affairs Website](#)

## Office for Student Engagement

The Office for Student Engagement delivers comprehensive programs and services designed to meet the co-curricular needs of students. The Office implements inclusive and accessible programs and services that enhance student development through exposure to and participation in diverse and relevant social, cultural, intellectual, recreational, community service, leadership development, and campus governance. Location: Memorial Student Center, Rm. 221; Phone: 936-261-1340; [Student Engagement Website](#)

## Center for Careers & Professional Development

This center supports students through professional development, career readiness, and placement and employment assistance. The center provides one-on-one career coaching, interview preparation, resume and letter writing, and career exploration workshops and seminars. Services are provided for students at the Northwest Houston Center and College of Nursing in the Medical Center twice a month or on a requested basis. Distance Learning students are encouraged to visit the center website for information regarding services provided. Location: Anderson Hall, 2<sup>nd</sup> floor; Phone: 936-261-3570; [Center for Careers & Professional Development Website](#)

## University Rules and Procedures

## Academic Misconduct

Academic dishonesty is defined as any form of cheating or dishonesty that has the effect or intent of interfering with any academic exercise or fair evaluation of a student's performance. The college faculty can provide additional information, particularly related to a specific course, laboratory, or assignment.

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with the *University Administrative Guidelines on Academic Integrity*, which can be found on the [Academic Integrity webpage](#). Students who engage in academic misconduct are subject to university disciplinary procedures. As listed in the *University Administrative Guidelines on Academic Integrity*, the University Online Catalog, and the Student Code of Conduct, the following are examples of prohibited conduct. This list is not designed to be all-inclusive or exhaustive. In addition to academic sanctions, any student found to have committed academic misconduct that is also a violation of criminal law may also be subject to disciplinary review and action by the Office of Student Conduct (as outlined in the Student Code of Conduct).

### Forms of Academic Dishonesty:

1. **Cheating:** Deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not learned, giving or receiving aid unauthorized by the instructor on assignments or examinations. Examples: unauthorized use of notes for a test; using a "cheat sheet" on a quiz or exam; any alteration made on a graded test or exam which is then resubmitted to the teacher;
2. **Plagiarism:** Careless or deliberate use of the work or the ideas of another; representation of another's work, words, ideas, or data as your own without permission or appropriate acknowledgment. Examples: copying another's paper or answers, failure to identify information or essays from the internet and submitting or representing it as your own; submitting an assignment which has been partially or wholly done by another and claiming it as yours; not properly acknowledging a source which has been summarized or paraphrased in your work; failure to acknowledge the use of another's words with quotation marks;
3. **Collusion:** When more than one student or person contributes to a piece of work that is submitted as the work of an individual;
4. **Conspiracy:** Agreeing with one or more persons to commit an act of academic/scholastic dishonesty; and
5. **Multiple Submission:** Submission of work from one course to satisfy a requirement in another course without explicit permission. Example: using a paper prepared and graded for credit in one course to fulfill a requirement and receive credit in a different course.

## PVAMU's General Statement on the Use of Generative Artificial Intelligence Tools in the Classroom

Generative Artificial Intelligence (GAI), specifically foundational models that can create writing, computer code, and/or images using minimal human prompting, are increasingly becoming pervasive. Even though ChatGPT is one of the most well-known GAIs currently available, this statement includes any and all past, current, and future generations of GAI software. Prairie View A&M University expects that all work produced for a grade in any course, be it face-to-face or virtual, will be the sole product of a student's endeavors to meet those academic goals. However, should an instructor permit their students to use artificial intelligence as a resource or tool, students must not substitute the substance of their original work with the results of using such GAI tools. This clearly violates the [University's Administrative Guidelines on Academic Integrity](#) and its underlying academic values.

## Nonacademic Misconduct

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the ability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. The Office of Student Conduct will adjudicate such incidents under nonacademic procedures.

## Sexual Misconduct

Sexual harassment of students and employees at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating the university's sexual harassment policy will be subject to disciplinary action. In accordance with the Texas A&M University System guidelines, your instructor is obligated to report to the Office



of Title IX Compliance ([titleixteam@pvamu.edu](mailto:titleixteam@pvamu.edu)) any instance of sexual misconduct involving a student, which includes sexual assault, stalking, dating violence, domestic violence, and sexual harassment, about which the instructor becomes aware during this course through writing, discussion, or personal disclosure. The faculty and staff of PVAMU actively strive to provide a learning, working, and living environment that promotes respect that is free from sexual misconduct, discrimination, and all forms of violence. If students, faculty, or staff would like assistance or have questions, they may contact the Title IX Coordinator, Dr. Zakiya Brown, at 936-261-2144 or [titleixteam@pvamu.edu](mailto:titleixteam@pvamu.edu). More information can be found at [Title XI Website](#), including confidential resources available on campus.

#### Protections and Accommodations for Pregnant and Parenting Students

The U.S. Department of Education's Office for Civil Rights (OCR) enforces, among other statutes, Title IX of the Education Amendments of 1972. Title IX protects people from discrimination based on sex, sexual orientation, and gender identity in education programs or activities that receive federal financial assistance. This protection includes those who may be pregnant and parenting. Title IX states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Students seeking accommodations related to pregnancy or parenting should contact the Office of Title IX for information, resources, and support at [titleixteam@pvamu.edu](mailto:titleixteam@pvamu.edu). Additional information and/or support may be provided by the Office of Disability Services or the Office of the Dean of Students.

#### Non-Discrimination Statement

Prairie View A&M University does not discriminate on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, or gender identity in its programs and activities. The University is committed to supporting students and complying with The Texas A&M University System non-discrimination policy. It seeks to establish an environment that is free of bias, discrimination, and harassment. If you experience an incident of discrimination or harassment, we encourage you to report it. If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are individuals who can meet with you. The Director of Equal Opportunity & Diversity has been designated to handle inquiries regarding the non-discrimination policies and can be reached at Harrington Science Building, Suite 109, or by phone at 936-261-1744 or 1792.

#### Class Attendance Policy (See the University Online Catalog for Full Attendance Policy)

Prairie View A&M University requires regular class attendance. Attending all classes supports the full academic development of each learner, whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video and/or the Internet. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in the assignment of a grade of "F." Absences are accumulated beginning with the first day of class during regular semesters and summer terms. Each faculty member will include the University's attendance policy in each course syllabus.

#### Makeup Work for Legitimate Absences

Prairie View A&M University recognizes that there are a variety of legitimate circumstances in which students will miss coursework and that accommodations for makeup work will be made. If a student's absence is **excused**, the instructor must either provide the student an opportunity to make up any quiz, exam, or other work contributing to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. Students are encouraged to work with instructors to complete makeup work before known scheduled absences (University-sponsored events, administrative proceedings, etc.). Students are responsible for planning their schedules to avoid excessive conflicts with course requirements.

#### Absence Verification Process

All non-athletic absences (e.g., Medical, Death/Funeral, Court/Legal-related, etc.) for which a student seeks to obtain a valid excuse must be submitted to the Dean of Students/Office of Student Conduct, with supporting documentation, for review and verification. Please use the [Online Reporting Forms](#) to access/complete/submit the *Request for a University Excused Absence* form for an excuse. Upon receipt, a staff member will verify the documentation and provide an official university excuse, if applicable. The student is responsible for providing the official university excuse issued by the Office for Student Conduct to the professor(s). Questions should be directed to the Dean of Students via email: [deanofstudents@pvamu.edu](mailto:deanofstudents@pvamu.edu) or phone: (936) 261-3550 or Office for Student Conduct via email: [studentconduct@pvamu.edu](mailto:studentconduct@pvamu.edu) or phone: (936) 261-3524.

#### Student Academic Appeals Process

Authority and responsibility for assigning grades to students rest with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's

assessment of their academic performance, the student has a right to appeal by the procedure listed in the University Online Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

## Technical Considerations

### **Minimum Recommended Hardware and Software:**

- Intel PC or laptop with Windows 10 or later version; Mac with OS Catalina
- Smartphone or iPad/tablet with wi-fi\*
- High-speed internet access
- 8 GB memory
- Hard drive with 320 GB storage space
- 15" monitor, 1024 x 768, color
- Speakers (internal or external)
- Microphone and recording software
- Keyboard & mouse
- Most current version of Google Chrome, Safari, or Firefox

**Note:** Be sure to enable Java & pop-ups in the web browser preferences

\* Some courses may require remote proctoring. At this time only Chromebooks, laptops, and desktops running Windows or Mac work with our proctoring solution, but iPads are not compatible. Most other applications will work with Android or Apple tablets and smartphones.

### **Participants should have a basic proficiency of the following computer skills:**

- Sending and receiving email
- A working knowledge of the Internet
- Microsoft Word (or a program convertible to Word)
- Acrobat PDF Reader
- Windows or Mac OS
- Video conferencing software (Zoom)

### *Netiquette* (online etiquette)

Students are expected to participate in all discussions and virtual classroom chats as directed. Students are to be respectful and courteous to others on discussion boards. Foul or abusive language will not be tolerated. Do not use ALL CAPS for communicating to others AS IT CAN BE INTERPRETED AS YELLING. Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you." Limit and possibly avoid the use of emoticons. Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post, and the message might be taken seriously or sound offensive.

### Video Conferencing Etiquette

When using Zoom, WebEx, or other video conferencing tools, confirm the visible area is tidy, clear of background clutter, inappropriate or offensive posters, and other distractions. Ensure you dress appropriately and avoid using high traffic or noisy areas. Stay muted when you are not speaking and avoid eating/drinking during the session. Before the class session begins, test audio, video, and lighting to alleviate technology issues.

### Technical Support

Students should go to [Password Reset Tool](#) if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Center for Instructional Innovation and Technology Services at 936-261-3283 or email [ciits@pvamu.edu](mailto:ciits@pvamu.edu).

### Communication Expectations and Standards

Emails or discussion postings will receive a response from the instructor, usually in less than 48 hours. Urgent emails should be marked as such. Check regularly for responses.

### Discussion Requirement

Online courses often require minimal to no face-to-face meetings. However, conversations about the readings, lectures, materials, and other aspects of the course can occur in a seminar fashion. The use of the discussion board will accomplish

this. The instructor will determine the exact use of discussion boards.

**It is strongly suggested** that students type their discussion postings in a word processing application such as Word and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, copy and paste to the discussion board.

#### COVID-19 Campus Safety Measures

In accordance with the latest guidelines from the PVAMU Health Services, the following measures are in effect until further notice.

- Students who are ill will be asked to adhere to best practices in public health, such as masking, handwashing, and social distancing, to help reduce the spread of illness across campus.
- Mandatory self-reporting will no longer be required by students. Students will be responsible for communicating with their professors regarding COVID, similarly to any other illness.
- There will be no mandatory isolation. Students who are too ill to engage in classroom activities will be responsible for securing the appropriate documentation to support the absence.
- Students who self-isolate will be responsible for communicating with their professors and securing an excuse from Student Conduct.
- All students will have access to [TimelyCare](#), a telehealth platform that provides virtual medical care 24/7 and by appointment in the Student Health Clinic. Students are encouraged to enroll with TimelyCare at the beginning of the semester, at [timelycare.com/pvamu](https://timelycare.com/pvamu).
- Students will have access to COVID testing in the Student Health Clinic by appointment. Testing is for students who are symptomatic ONLY.

## Semester Schedule

<u>Week of</u>	<u>Topic</u>	<u>Textbook Chapter(s)</u>
Jan 15	<p style="text-align: center;">Limits, Alternatives, and Choices</p> <ul style="list-style-type: none"> <li>❖ After completing this chapter, students should be able to:               <ul style="list-style-type: none"> <li>▪ Explain key economic concepts, such as scarcity, opportunity cost, factors of production, macro vs. microeconomics, positive vs. normative economics, etc.</li> <li>▪ Calculate slope and interpret graphical relationships.</li> </ul> </li> <li>○ Core learning objectives covered – Critical Thinking, Empirical and Quantitative Skills</li> </ul>	1
Jan 22	<p style="text-align: center;">The Market System and the Circular Flow</p> <ul style="list-style-type: none"> <li>❖ After completing this chapter, students should be able to:               <ul style="list-style-type: none"> <li>▪ Explain different allocation systems and how the market allocation system works.</li> <li>▪ Analyze the differences between capitalism and socialism.</li> </ul> </li> <li>○ Core learning objectives covered – Critical Thinking</li> </ul>	2
Jan 29	<p style="text-align: center;">Demand, Supply, and Market Equilibrium</p> <ul style="list-style-type: none"> <li>❖ After completing this chapter, students should be able to:               <ul style="list-style-type: none"> <li>▪ Define demand, supply, law of demand, and law of supply.</li> <li>▪ Analyze the free market equilibrium price and quantity.</li> <li>▪ Work with supply and demand graphs to predict changes in market equilibriums.</li> </ul> </li> <li>○ Core learning objectives covered – Critical Thinking, Communication</li> </ul>	3
Feb 5	Catch up; Review for Exam; <b>Exam #1 Friday Feb 9</b>	1,2,3
Feb 12	Public Goods and Externalities	Class Notes
Feb 19	<p style="text-align: center;">The Macroeconomic Perspective</p> <ul style="list-style-type: none"> <li>❖ After completing this chapter, students should be able to:               <ul style="list-style-type: none"> <li>▪ Identify the principal components of GDP, and distinguish between GDP and GNP.</li> <li>▪ Analyze the factors of economic growth.</li> <li>▪ Understand and apply the Rule of 70.</li> </ul> </li> <li>○ Core learning objectives covered – Critical Thinking, Empirical and Quantitative Skills</li> </ul>	(We're skipping ch. 5!)  6
Feb 26	<p style="text-align: center;">Unemployment and Inflation</p> <ul style="list-style-type: none"> <li>❖ After completing this chapter, students should be able to:               <ul style="list-style-type: none"> <li>▪ Analyze the different phases of business cycles.</li> <li>▪ Explain and compute different types of unemployment and inflation.</li> <li>▪ Analyze the social costs of recessions, unemployment and inflation.</li> </ul> </li> <li>○ Core learning objectives – Critical Thinking, Empirical &amp; Quantitative Skills, Social Responsibility</li> </ul>	(We're skipping ch. 7!)  8,9
Mar 4	Catch up; Review for Exam; <b>Exam 2 Friday March 8</b>	Class Notes, 6,8,9

Mar 18	<p style="text-align: center;"><b>The Aggregate Demand/Aggregate Supply Model</b></p> <ul style="list-style-type: none"> <li>❖ After completing this chapter, students should be able to: <ul style="list-style-type: none"> <li>▪ Explain aggregate demand and aggregate supply.</li> <li>▪ Analyze short-run and long-run macroeconomic equilibriums.</li> <li>▪ Analyze the macroeconomic self-correcting mechanism.</li> <li>▪ Graphically analyze the impacts of different events on macroeconomic equilibriums.</li> </ul> </li> <li>○ Core learning objectives covered – Critical Thinking, Communication</li> </ul>	<p>(We're skipping ch. 10!)</p> <p style="text-align: center;">11</p>
Mar 25 (no class Fri Mar 29)	<p style="text-align: center;"><b>Government Budgets and Fiscal Policy</b></p> <ul style="list-style-type: none"> <li>❖ After completing this chapter, students should be able to: <ul style="list-style-type: none"> <li>▪ Analyze the different types of fiscal policies, and how they affect the macroeconomy.</li> <li>▪ Analyze the impacts of govt transfer payments and national debt burden on the society.</li> <li>▪ Analyze the causes and consequences of social security crisis.</li> </ul> </li> <li>○ Core learning objectives covered – Critical Thinking, Social Responsibility</li> </ul>	<p style="text-align: center;">17 (Yes, 17!)</p>
Apr 1	<p style="text-align: center;"><b>Money and Banking</b></p> <ul style="list-style-type: none"> <li>❖ After completing this chapter, students should be able to: <ul style="list-style-type: none"> <li>▪ Explain the structure and functions of the Federal Reserve System.</li> <li>▪ Analyze the underlying monetary causes of the Great Depression.</li> </ul> </li> <li>○ Core learning objectives covered – Critical Thinking</li> </ul>	<p style="text-align: center;">Part of 15 (Yes, 15!)</p>
Apr 8	<p style="text-align: center;">Catch up; Review for Exam; <b>Exam 3 Friday April 12</b></p>	<p style="text-align: center;">11,17, part of 15</p>
Apr 15	<p style="text-align: center;"><b>Interest Rates and Monetary Policy</b></p> <ul style="list-style-type: none"> <li>❖ After completing this chapter, students should be able to: <ul style="list-style-type: none"> <li>▪ Explain the different monetary tools at the Fed's disposal.</li> <li>▪ Analyze the different types of monetary policies, and how they affect the macroeconomy.</li> </ul> </li> <li>○ Core learning objectives covered – Critical Thinking</li> </ul>	<p style="text-align: center;">The rest of 15</p>
Apr 22	<p style="text-align: center;"><b>International Trade and Exchange Rates</b></p> <ul style="list-style-type: none"> <li>❖ After completing this chapter, students should be able to: <ul style="list-style-type: none"> <li>▪ Analyze the benefits of trade, and the arguments for and against trade restrictions.</li> <li>▪ Analyze the effects of exchange rate appreciation/depreciation on trade balances.</li> </ul> </li> <li>○ Core learning objectives covered – Critical Thinking, Empirical and Quantitative Skills</li> </ul> <p>Review for Final Exam (Last day of class prior to final exam is Fri Apr 26)</p>	<p style="text-align: center;">Part of 16</p>
	<p style="text-align: center;"><b>FINAL EXAM Date To be announced</b></p>	<p style="text-align: center;">Compre- hensive</p>