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|  | **Dillard College of Business Administration**  **Econ 1333: General Economics** |

**Contact Information:**

Instructor:

Office:

Office hours:

Phone:

Fax:

E-mail:

**Course Materials:**

1. Bradley R. Schiller, *Essentials of* *Economics*, 8th ed. (ISBN:13:978-0-07-351139-9)

(Required)

1. Linda Wilson, *Study Guide for Essentials of Economics*, 8th ed.

(ISBN:978-0-07-336234-2) (Recommended)

3. *Business week*, *The Wall Street Journal* (Recommended)

**Course Description:**

This course represents a non-theoretical approach to describe the behavior of consumers, the pricing and production of business firms, business cycles, macroeconomic policies, and other economic issues in our society. It is designed to help fill the general need for improved economic reasoning.

**Course Prerequisite:**

**None**

**Learning Goals:**

The main objective of the course is to provide the student with an understanding of

economics as a part of everyday life and introduce some basic economic concepts to

help him/her better understand the economy of the United States and the world.

**A. Assessment of THECB Core Objectives for SOCIAL & BEHAVIORAL SCIENCES:**

* **Critical Thinking and problem solving through critical analysis, evaluation, and interpretation of business information.** The students will demonstrate their abilities in critical thinking and problem solving and decision-making abilities by applying economic concepts to the problem/short essay section of homework, quizzes and examinations. Exam items and responses are based on the AACU Critical Thinking Value Rubric.
* **Empirical and Quantitative Skills.** The student will demonstrate their competency in analyzing and interpreting economic data to make informed decisions on economic issues. Exam items and responses are based on the AACU Quantitative Literacy Value Rubric
* **Communication Skills.** The students will demonstrate their abilities in effective and efficient skills in writing by applying economic concepts to the problem/short essay section of homework, quizzes, and examinations. Responses will be evaluated according to the DCOBA custom undergraduate writing rubric, based on the AACU Written Communication Value Rubric.
* **Social Responsibilities.** The students will demonstrate their abilities in intercultural competency, civic knowledge, and the abilities to engage effectively in regional, national, and global economic issues. Exam items and responses are based on the AACU Intercultural Knowledge and Competence Value Rubric.
* **Personal Responsibilities.** The students will demonstrate their abilities in connecting choices, actions, and consequences to economic reasoning and ethical decision-making.

These general learning goals represent or are similar to those established by the

Dillard College of Business Administration. The goals represent the skills that

graduates will carry with them into their careers. While assessing student

performance in obtaining these general learning goals, the College hopes to assess its

programs. The assessments will assist us as we improve our curriculum and

curriculum delivery.

**B. Course Specific Learning Goals:**

* Understand the nature of economics
* Understand economic incentives, motivations, and productivity
* Gain basic understanding of the U.S. economy
* Understand the demand and supply model
* Understand production and costs
* Understand pricing and production under competition and monopoly
* Understand the roles of government in the economy
* Become aware of the business cycle, economic growth
* Understand unemployment, inflation, and economic welfare
* Learn basic concepts of fiscal and monetary policies
* Gain basic knowledge of international trade and globalization

**Course Policies:**

**A. Attendance Policy:**

Students are expected to attend all class meetings for this course, following the university attendance policy. (See *Midwestern State University Undergraduate Catalog*, Vol. LXXVIII, No. 1, 2010-2012, p. 78). Each meeting of the class will run as scheduled. So as not to disturb the class, you are not to walk in and out of the classroom during the class hour except for an emergency. The students who fail to meet any of these policies may be dropped from the class with a grade of “F” by the instructor.

**B. Other Related Policies:**

If a student misses a regularly scheduled exam, the student must immediately notify the instructor of his/her intention to schedule a make-up exam. A make-up exam consists of five problem/short essay questions. There is no other recourse available for a missed exam in the class. The exam dates are tentative and subject to change. There is absolutely no make-up for missed quizzes. Homework and assigned problems at the end of each relevant chapter listed provide the basis for a quiz.

**Grading and Evaluation:**

Grades will be determined on the basis of the total points earned on four 100-point exams, including the final, and ten 10-point pop quizzes. Letter grades will be given, with only minor adjustments, according to the following scale:

Examination #1 100 points

Examination #2 100 points

Examination #3 100 points

Final Examination 100 points

Quizzes 100 points

Total 500 points

A 450 - 500 points D 300 - 349 points

B 400 - 449 points F below 300 points

C 350 - 399 points

The examination will cover the assigned chapters, in-class lectures, at-the-end of

chapter questions/problems, and any other assigned readings. Students are

responsible for all assigned textbook material, even if it is not directly discussed in

class. Please bring a Scantron sheet (Form No. 882-E, 4¼” x 11”) and some #2 pencils

for the exam. The final comprehensive examination is given during the final week.

Each examination will have the following components:

Definitions 20 points

Problems/Short Essays 20 points

Multiple Choices 60 points

Total 100 points

Unannounced quizzes are based on the assigned homework and/or at-the-end-of-chapter problems. A plain calculator, but not a telephone calculator, may be allowed for the exams and quizzes.

The results of your exams and quizzes will be posted periodically. You will be given a randomly selected 4-digit ID number for record keeping in this class when Quiz #1 is returned to you. This number is used to identify you on the grade sheets posted outside of my office. Please record your number for future references.

Keep all the exams and quizzes until the end of the semester to verify any discrepancy

in records. If you happen to be absent on the day the quizzes or exams are returned in

the class, you must come to my office to pick them up.

**Course Content and Outline:**

A. Reading Assignments:

Topic Readings

Introduction to Economics Ch. 1

Math Review Ch. 1 Appendix

Capitalism: An Overview

American Economy Ch. 2

Market System: Demand and Supply Ch. 3, Ch. 4 to p. 94

**EXAMINATION #1:**

Microeconomics

Consumer Demand Ch. 4 from p. 95

Production and Costs Ch. 5

Market Structure Ch. 6, 7

Perfect Competition

Monopoly

**EXAMINATION #2**

Labor Market Ch. 8

The Role of Government Ch. 9

Macroeconomics

Business Cycle Ch. 10

Aggregate Demand/Supply Ch. 11

Fiscal Policy Ch. 12

**EXAMINATION #3:**

Money, Banks, and Monetary Policy Ch.13,14

The Process of Money Creation

The Federal Reserve System

Monetary Policy

Economic Growth Ch. 15

Theory and Reality Ch. 16

International Trade Ch. 17

**FINAL COMPREHENSIVE EXAMINATION:**

B. Problem/Application Assignments (for in-class discussions or for potential quizzes):

Chapter 1: Questions 1, 2, 4, 6; Problems 1, 3,5

Chapter 2: Questions 1, 3,5; Problems 2, 4, 6, 7

Chapter 3: Questions 2, 4, 5; Problems 1, 2, 3

Chapter 4: Questions 1\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Chapter 4: Questions 2, 4, 6; Problems 1, 4, 8

Chapter 5: Questions 2, 3, 6; Problems 1,2,3,6

Chapter 6: Questions 1, 2, 4; Problems 2, 3, 4

Chapter 7: Questions 1, 3, 7; Problems 1, 2, 3, 4

Chapter 9: Questions 2, 4, 6; Problems 1,2,54

Chapter 10: Questions 2, 3, 4; Problems 2,3,6

Chapter 11: Questions 1, 2, 5; Problems 1,2,3

Chapter 12: Questions 1, 3,4; Problems 1,6,8

Chapter 13: Questions 1, 2,3; Problems 1,2,5

Chapter 14: Questions 2, 4,5; Problems 1,3,6

Chapter 16: Questions 1, 3, 6; Problems 1,2,3,5

Chapter 17: Questions 2, 5, 7; Problems 1,4,8

**Academic Integrity:**

With regard to academic honesty, students are referred to the “Student Honor Creed” on p. 19 of *Midwestern State University Undergraduate Catalog*, Vol. LXXVIII, No. 1 (2010-2012).

**Americans with Disability Act:**

This class follows the guidelines suggested by the Center for Counseling and Disabilities Services for those students who qualify for disability services. Please notify the instructor of your special needs during the first week of classes. See *Midwestern State University Undergraduate Catalog*, Vol. LXXVIII, No. 1 (2010-2012), p. 21.

**Dillard Building Classroom Policy:**

* No food or drink is allowed in the classroom.
* Keep cell phones dormant in the classroom.

**Syllabus Change Policy:**

This syllabus is a guide for the course and is subject to change.

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Attachment A

Sample Multiple-choice Questions

for the Assessment of Critical Thinking Skills

Criteria:

1. Does the question help the student improve in thinking? (AACU Critical Thinking

VALUE Rubric: Explanation of issues)

2. Does the answer require economic reasoning? (AACU Critical Thinking

VALUE Rubric: Evidence)

3. Doses the answer solve the given problem? (AACU Critical Thinking VALUE

Rubric: Conclusions and related outcome)

Sample Multiple-choice Questions:

1. Which of the following statements about the price elasticity of demand is correct?
2. The price elasticity of demand for a good measures the willingness of buyers of the good to buy less of the good as its price increases.
3. Price elasticity of demand reflects the many economic, psychological, and social forces that shape consumer tastes.
4. Other things being equal, if good x has close substitutes and good y does not have close substitutes, then the demand for good x will be more elastic than the demand for good y.
5. Other things being equal, the longer the time buyers have, the more elastic the demand for the good whose price has risen.
6. All of the above.
7. Ceteris paribus, a decrease in the number of kids who play basketball will cause the equilibrium price of basketballs to:
8. Rise and equilibrium quantity to fall.
9. Fall and equilibrium quantity to fall.
10. Fall and equilibrium quantity to rise.
11. Rise and equilibrium quantity to rise.
12. Remains the same and equilibrium quantity to rise.
13. If the multiplier is 5 and a change in government spending leads to a cumulative $500 billion decrease in aggregate spending in the economy, then initially:
14. Government spending decreased by $500 billion.
15. Taxes increased by $500 billion.
16. Taxes decreased by $100 billion.
17. Government spending decreased by $100billion.
18. Both government spending and taxes increase by $100 billion.
19. A competitive firm has been selling its output for $20 per unit and has been maximizing its profit, which is positive. The, the price rises to $25, and the firm makes whatever adjustments are necessary to maximize its profit at the now-higher price. Once the firm has adjusted, which of the following statements is correct?
20. The firm’s quantity of output is higher, but its profit is lower, than they were previously.
21. The firm’s quantity of output is higher, and its profit is higher, than they were previously.
22. The firm’s average cost is higher, and its profit is lower, than they were previously.
23. The firm’s average cost is lower, but its profit is higher, than they were previously.
24. The firm’s marginal cost is lower, but its profit is higher, than they were previously.

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Attachment B

Sample Questions for the Assessment of Written Communication Skills

Criteria:

1. Does the question require the understanding of economic reasoning?

2. Can the answer be evaluated based on the DCOBA undergraduate writing Rubric

(Econ1333) (Content/Information, Language, and Grammar/mechanics)?

Problems/Short Essay Questions:

1. Explain what the term “economizing problem” mean, using an everyday life example. Why are resources scarce?
2. Draw the cost curves for a typical firm. For a given price, explain how the firm chooses the level of output that maximizes profit. At that level of output, show on your graph the toal revenue of the firm. Show its total costs.
3. Is a plastic credit card money in the U.S. economy? Explain your answer by discussing four functions of money.
4. Explain in detail how each of the following changes (events) will affect demand (D), supply (S), equilibrium price (pe), and equilibrium quantity (qe) in a competitive market: that is, do demand, supply, equilibrium price and equilibrium quantity rise fall, or remain unchanged, or are the answers indeterminate, depending upon the magnitude of the shifts in demand and supply? In each case, you should rely on a demand and supply diagram to verify your answers.

a. **MARKET** **EVENT**

i pads The income of consumers increases.

b. **MARKET** **EVENT**

Automobiles The price of gasoline dramatically increases and the labor union threatens to

strike.

**DCOBA Undergraduate Writing Rubric (ECON1333)**

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| --- | --- | --- | --- | --- |
| **Criteria/Scale** | **3**  **Exceeds Expectations** | **2**  **Meets Expectations** | **1**  **Needs Improvement** | **0**  **Inadequate** |
| **Content/Information**   * Clarity of purpose * Critical and original thought | * Central idea is well developed and clarity of purpose is exhibited throughout the paper * Abundance of evidence of critical, careful thought and analysis and/or insight | * Central idea and clarity of purpose are generally evident throughout the essay * Evidence of critical, careful thought and analysis and/or insight | * The central idea is expressed though it may be vague or too broad; Some sense of purpose is maintained throughout the essay * Some evidence of critical, careful thought and analysis and/or insight | * Central idea and clarity of purpose are absent or incompletely expressed and maintained * Little or no evidence of critical, careful thought or analysis and/or insight |
| **Language**   * Vocabulary; use of vocabulary | * Vocabulary is sophisticated and correct as are sentences which vary in structure and length * Uses and manipulates subject specific vocabulary for effect | * Vocabulary is varied, specific and appropriate * Frequently uses subject specific vocabulary correctly | * Vocabulary is used properly though sentences may be simple * Infrequently uses subject specific vocabulary correctly | * Vocabulary is unsophisticated, not used properly in very simple sentences * Uses subject specific vocabulary too sparingly |
| **Grammar/mechanics**   * Sentence Structure * Punctuation/   mechanics | * Manipulates complex sentences for effect/impact * No punctuation or mechanical errors | * Uses complex sentences * Few punctuation or mechanical errors | * Uses compound sentences * Too many punctuation and/or mechanical errors | * Uses simple sentences |

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Attachment D

Problem/Multiple-choice Questions

for the Assessment for Empirical and Quantitative Skills

Selection Criteria:

* 1. The question is selected based on one of AACU Quantitative Literacy VALUE Rubric (Interpretation, Representation, Calculation, and/or communication)
  2. Does the answer to the question require economic reasoning?

Sample Problem/Multiple-choice Questions:

1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Item Amount (billion of dollars)

Wages 5,875

Consumption expenditures 6,987

Indirect taxes less subsidies 630

Interest, rent, and profit 2,248

Depreciation 1,329

Investment 1,586

Statistical discrepancy 0

Net exports -349\_\_\_\_\_\_\_\_\_\_

The table above gives some of the items in the U.S. National Income and Product Accounts in 2010.

1. Calculate U.S. GDP in 2010.
2. What was the government expenditures on goods and services in 2010?

2. Assume the U.S. population is 300 million. If the working age population is 240 million,

150 million are employed, and 6 million are unemployed, what is the size of the labor

force?

1. 300 million.
2. 240 million.
3. 156 million.
4. 150 million.
5. 144 million.

3. If $200 is saved for 2 years at an interest rate of 5 percent, after two years the sum has

grown to:

1. $210.00.
2. $220.00.
3. $220.50.
4. $240.00.
5. None of the above answers are correct.

4. Since 1854, the NBER has identified:

1. 83 complete business cycles.
2. 34 expansions and 25 recessions.
3. 34 complete business cycles.
4. 25 expansions and 34 recessions.
5. 18 complete business cycles.

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Attachment E

Sample Multiple-choice Questions

for the Assessment for Social Responsibility

Criteria:

1. Is the question related to national economic issues related to different social groups (gender, ethnicity, or age)? (Intercultural Knowledge and Competence VALUE Rubric: Skills-Empathy)
2. Is the question related to the better understanding of the different culture and social backgrounds? (Intercultural Knowledge and Competence VALUE Rubric: Attitudes-Openness)
3. Would the question promote the student’s understanding of international or global issues? (Intercultural Knowledge and Competence VALUE Rubric: Knowledge-Knowledge of cultural worldview frameworks)

Sample Multiple-choice Questions:

1. In the United States, the highest unemployment rates occur among:
2. White teenagers.
3. Black teenagers.
4. White females aged 20 and over.
5. Black males aged 20 and over.
6. White males aged 20 and over.
7. Which of the following group of people would most likely be hurt by unexpected inflation?

a. The lenders.

b. The borrowers.

c. The government.

d. The variable income earners.

e. The recipients of the Social security benefits with the COLA (cost-of-living adjustments).

1. The NAFTA has benefited:
2. U.S. and Mexico, but not Canada.
3. U.S. and Canada, but not Mexico.
4. Canada and Mexico, but not U.S.
5. All of the countries involved.
6. None of the countries involved.
7. If a student from Midwestern State University travels to Germany, the money spent on hotels and sight-seeing in Germany is counted as services \_\_\_America and \_\_\_ Germany.
8. Exported to; imported from.
9. Imported from; imported from.
10. Imported from; exported to.
11. Exported to; exported to.
12. Neither exported to nor imported from; imported from.