

PELLISSIPPI STATE TECHNICAL COMMUNITY COLLEGE
MASTER SYLLABUS

ECONOMICS & THE MONETARY SYSTEM
CUE 2310

Class Hours: 3.0

Credit Hours: 3.0

Laboratory Hours: 0.0

**Date Revised: Spring
00**

NOTE: This course is not designed for transfer credit.

Catalog Course Description:

Introduction to basic concepts and theories of supply, demand, inflation, GNP and elasticity. Additional topics include money's functions, types of financial institutions, significant banking legislation, Federal Reserve and its powers. Special emphasis is placed on applications to credit unions.

Entry Level Standards:

None

Prerequisites:

None

Textbook(s) and Other Course Materials:

Basic Economics, Hailstones and Mastrianna, Southwestern Publishing, 1990
Economics - CUNA Study Guide

I. Week/Unit/Topic Basis:

| Week | Topic |
|-------------|--|
| 1 | Introduction to Economics |
| 2 | Supply, Demand, Price Elasticity, and Prices |
| 3 | Financial Institutions: Similarities and Differences QUIZ 1 |
| 4 | Government Regulation of Financial Institutions |
| 5 | Macroeconomic Goals and Monetary and Fiscal Policies |
| 6 | Keynesian Economics and Fiscal Policy QUIZ 2 |
| 7 | Money: What It Is and How It Contributes to the Economy |
| 8 | How Money is Created |
| 9 | Federal Reserve System: Its Structure and Powers |

QUIZ 3

- 10 Reserve Requirement, Discount Rate, Open Market Policy, and Monetary Control
 - 11 Money Markets in Operation
 - 12 Money Supply and Impact on Interest Rates
- ### QUIZ 4
- 13 Money Supply and Impact on Prices and Employment
 - 14 International Monetary System
 - 15 Current Economic Problems
Review
 - 16 Final Exam

II. Course Objectives*:

- A. Develop an understanding of the basic concepts of economics. I, II
- B. Exhibit an understanding of the theories of supply, demand, and elasticity. I, II
- C. Able to compare/contrast types of financial institutions. I, II
- D. Become familiar with basic terms of economics. I, II

*Roman numerals after course objectives reference goals of the Business and Community Services department.

III. Instructional Processes*:

Students will:

1. Take part in course assignments such as team discussions; team case studies; team projects; experiential exercises; oral, written, PowerPoint, and/or email presentations; Internet research; etc. to help develop teamwork, leadership, and followership skills. Communication Outcome, Personal Development Outcome, Cultural Diversity & Social Adaptation Outcome, Information Literacy Outcome, Transitional Strategy, Active Learning Strategy
2. Perform course assignments such as team discussions; team case studies; team projects; experiential exercises; oral, written, PowerPoint, and/or em presentation; Internet research; etc. to help develop critical thinking, problem solving, goal setting, and planning skills. Communication Outcome, Personal Development Outcome, Cultural Diversity & Social Adaptation Outcome, Problem Solving and Decision Making Outcome, Information Literacy Outcome, Transitional Strategy, Active Learning Strategy
3. Practice elements of the work ethic such as professionalism, preparedness, punctuality, honesty, cooperation, dependability, contribution, effectiveness, and good manners. Personal Development Outcome, Transitional Strategy

*Strategies and outcomes listed after instructional processes reference Pellissippi State's goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.

IV. Expectations for Student Performance*:

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

1. Explain what economics is. A
2. Understand what is meant by demand, supply, and elasticity, and describe factors that affect each. B
3. Explain the economic functions that are performed by the financial industry. Cv
4. Explain how commercial banks, mutual savings, banks, savings and loans, credit unions, and other financial institutions are chartered and regulated. C
5. Explain the relationship between GNP and employment in the economy. D
6. Describe the Keynesian model and explain how it differs from the classical model. B, D
7. Explain some of the difficulties that exist in the modern economy in trying to define and measure money. A, D
8. Describe the kinds of items that are assets and liabilities of financial institutions. C
9. Explain when and why the Federal Reserve System was established. D
10. Understand how the reserve requirement may have an impact on money creation. B, D
11. Describe the financial instruments of capital markets. A, B
12. Explain the importance of interest rates to the activities of businesses, consumers, and credit unions. B, C
13. Describe how, in an attempt to stabilize the economy, changes in monetary policy will affect credit unions. C
14. Discuss the importance of international transactions to the economy of the United States. A, C
15. Explain why it is difficult for the economy to achieve full employment without inflation. B, D

*Letters after performance expectations reference the course objectives listed above.

V. Evaluation:

A. Testing Procedures:

Students are evaluated primarily on the basis of tests. Four quizzes and a final are recommended.

B. Laboratory Expectations:

N/A

C. Field Work:

N/A

D. Other Evaluation Methods:

Class participation, attendance will also comprise the final grade for the course.

E. Grading Scale:

| | |
|----------|---|
| 90 - 100 | A |
| 80 - 89 | B |
| 70 - 79 | C |
| 60 - 69 | D |
| Below 60 | F |

VI. Policies:

Attendance Policy:

Pellissippi State Technical Community College expects students to attend all scheduled instructional activities. As a minimum, students in all courses must be present for at least 75 percent of their scheduled class and laboratory meetings in order to receive credit for the course.