PELLISSIPPI STATE COMMUNITY COLLEGE
MASTER SYLLABUS

MACROECONOMICS
ECON 2010

Class Hours:  3.0  Credit Hours:  3.0
Laboratory Hours:  0  Date Revised:  Fall 2011

Catalog Course Description:

A presentation of basic economic concepts, including supply and demand, competition, money and banking, employment, inflation, and market models. Specific issues of resource allocation, current economic problems of the U.S., international economics and the world economy are studied.

Entry Level Standards:

Students must be able to read and write at the college level.

Prerequisites:

None

Co-requisites:

College-level math.

Textbook(s) and Other Course Materials:


I. Week/Unit/Topic Basis:

<table>
<thead>
<tr>
<th>Week</th>
<th>Chapter</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Chapter 1</td>
<td>Limits, Alternatives, and Choices</td>
</tr>
<tr>
<td>2</td>
<td>Chapter 2</td>
<td>The Market System and the Circular Flow</td>
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<tr>
<td>3</td>
<td>Chapter 3</td>
<td>Demand, Supply, and Market Equilibrium</td>
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<tr>
<td>4</td>
<td>Chapter 24</td>
<td>Measuring Domestic Output and National Income</td>
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<tr>
<td>5</td>
<td>Chapter 25</td>
<td>Economic Growth</td>
</tr>
<tr>
<td>6</td>
<td>Chapter 26</td>
<td>Business Cycles, Unemployment, and Inflation</td>
</tr>
<tr>
<td>7</td>
<td>Chapter 27</td>
<td>Basic Macroeconomic Relationships</td>
</tr>
<tr>
<td>8</td>
<td>Chapter 28</td>
<td>The Aggregate Expenditures Model</td>
</tr>
<tr>
<td>9</td>
<td>Chapter 29</td>
<td>Aggregate Demand and Aggregate Supply</td>
</tr>
</tbody>
</table>
Students will be able to:

**II. Course Goals**: 

The course will:

A. Guide students to understand and utilize the basic principles of economics in a macroeconomic context. I,II,III,IV,VI

B. Foster the ability to critically analyze economic policies from opposing theoretical perspectives. I, II, III, IV, VII

C. Enhance student knowledge of the main problems of macroeconomics, including economic growth, unemployment, and inflation/deflation. I, II, III, IV, VI

D. Expand student knowledge of fiscal policy. I, II, III, IV, VI

E. Expand student knowledge of money, banking, and monetary policy. I,II, III,IV,VI

*Roman numerals after course objectives reference goals of TBR’s General Education Goals (Career Program Goals and General Education Goals are listed [here](http://www.pstcc.edu/departments/curriculum_and_instruction/syllabi/))

**III. Expected Student Learning Outcomes**: 

Students will be able to:

1. Explain how economics is related to scarcity. A
2. Identify the four factors of production and provide examples. A
3. Interpret the concepts of (1) opportunity cost and (2) the law of increasing opportunity cost. A
4. Construct a production possibilities curve, analyze points on and around the curve, and interpret shifts of the curve. A
5. Identify and explain the fundamental characteristics of the market system. A
6. Define and graph demand and supply; state the laws of demand and supply. A
7. Identify and list the factors that shift demand and supply; determine equilibrium price and quantity. A
8. Define GDP and compute GDP using the expenditure approach, given national income data. A, C
9. Distinguish between nominal GDP and real GDP. A, C
B. Laboratory Expectations:

A. Testing Procedures:

A. Define and analyze the phases of the business cycle. A, C
11 Define full employment and the process used to measure the unemployment rate. A, C
12 Define discouraged workers and underemployment and discuss their importance. A, C
13 Describe frictional, structural, and cyclical unemployment. A, C
14 Compare and contrast demand-pull and cost-push inflation and describe how the CPI is used to measure inflation rates. A, C
15 Define APC, APS, MPC, and MPS, and calculate the spending multiplier. A, B, C
16 Identify the non-income determinants of consumption. A, B, C
17 Define the non-interest-rate determinants of investment. A, B, C
18 Define recessionary and inflationary gaps. A, B, C
19 Define aggregate demand and aggregate supply and construct an AD-AS diagram. A, B, C
20 Identify the factors that shift both the aggregate demand and aggregate supply curves. A, B, C
21 Calculate the spending and tax multipliers and use them to determine the effects of changes in fiscal policy. A, B, C, D
22 Explain how/when both expansionary and contractionary fiscal policies are used. A, B, C, D
23 Explain the effects of budget deficits on the economy. A, B, C, D
24 Identify and define the three functions of money, and explain what backs the money supply in the U.S. economy. A, B, C, E
25 Describe the structure of the U.S. banking system. A, B, C, E
26 Calculate required and excess reserves for a bank and determine its money creating ability. A, B, C, E
27 Calculate the money multiplier and determine when it should be used. A, B, C, E
28 Diagram the money market and determine the equilibrium interest rate. A, B, C, E
29 Identify the tools of monetary policy and explain how they are employed the Federal Reserve to expand or contract the money supply. A, B, C, E
30 Describe the demand-side transmission mechanism of monetary policy. A, B, C, E

*Capital letters after Expected Student Learning Outcomes reference the course goals listed above.

IV. Evaluation:

A. Testing Procedures: 60% to 70% of total grade

A minimum of three major tests is recommended. Exams will consist of multiple-choice, true-false, and/or short answer questions.

B. Laboratory Expectations:
C. Field Work:

None

D. Other Evaluation Methods: 30% - 40% of total grade

In-class work, homework, quizzes, and other assignments will also comprise the final grade for the course. Each instructor will provide full details during the first week of class via a syllabus supplement.

E. Grading Scale:

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>92 - 100</td>
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<tr>
<td>B+</td>
<td>89 - 91</td>
</tr>
<tr>
<td>B</td>
<td>82 - 88</td>
</tr>
<tr>
<td>C+</td>
<td>79 - 81</td>
</tr>
<tr>
<td>C</td>
<td>72 - 78</td>
</tr>
<tr>
<td>D</td>
<td>65 – 71</td>
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<tr>
<td>F</td>
<td>Below 65</td>
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V. Policies:

A. Attendance Policy:

Pellissippi State expects students to attend all scheduled instructional activities. As a minimum, students in all courses (excluding distance learning courses) must be present for at least 75 percent of their scheduled class and laboratory meetings in order to receive credit for the course. Individual departments/programs/disciplines, with the approval of the vice president of the Learning Division, may have requirements that are more stringent. In very specific circumstances, an appeal of the policy may be addressed to the head of the department in which the course was taken. If further action is warranted, the appeal may be addressed to the vice president of the Learning Division.

B. Academic Dishonesty:

Academic misconduct committed either directly or indirectly by an individual or group is subject to disciplinary action. Prohibited activities include but are not limited to the following practices:
- Cheating, including but not limited to unauthorized assistance from material, people, or devices when taking a test, quiz, or examination; writing papers or reports; solving problems; or completing academic assignments.
- Plagiarism, including but not limited to paraphrasing, summarizing, or directly quoting published or unpublished work of another person, including online or computerized services, without proper documentation of the original source.
- Purchasing or otherwise obtaining prewritten essays, research papers, or materials prepared by another person or agency that sells term papers or other academic materials to be presented as one’s own work.
- Taking an exam for another student.
- Providing others with information and/or answers regarding exams, quizzes, homework or other classroom assignments unless explicitly authorized by the instructor.
- Any of the above occurring within the Web or distance learning environment.

C. Accommodations for disabilities:

Students who need accommodations because of a disability, have emergency medical information to share, or need special arrangements in case the building must be evacuated should inform the instructor immediately, privately after class or in her or his office. Students must present a current accommodation plan from a staff
member in Services for Students with Disabilities (SSWD) in order to receive accommodations in this course. Services for Students with Disabilities may be contacted by going to Goins 127, 132, 134, 135, 131 or by phone: 539-7153 or TTY 694-6429. More information is available at www.pstcc.edu/departments/swd/.