The Cameron School of Business at the University of St. Thomas

1. Course Information

**Course Title:** PRINCIPLES OF MACROECONOMICS  
**Course number:** ECON 1331A, LEC 1889  
**Credit Hours:** 3  
**Semester:** SPRING 2018

**Prerequisites:** None  
**Room #:** WEL 117  
**Days & hours:** MWF 11:10 – 12:00 NOON

**Course E-mail:** econ1331@gmail.com  
**Blackboard:** Course materials are archived on Blackboard

**Textbook Companion Website:** www.mcconnell21e.com

2. Instructor Information

**Name:** Dr. Roger Morefield  
**Office location:** 209 Welder Hall

**Office phone:** 713.525.2121  
**Office hours:** MW 3:00 – 5:00 PM; F 12:00 NOON – 3:00 PM

**Where to leave assignments:** E-mail to econ1331@gmail.com; hard copy to Dr. M. or to WEL 101

**Emergency phone:** 713.525.2100  
**Alternative E-mail:** mofield@stthom.edu

**Fax:** 713.525.2110  
**University Security:** 713.525.3888

3. Course Catalog Description

This course concentrates on analysis of national income, with special attention to the role of monetary and fiscal policies in stabilizing the price level and fostering high levels of employment and rapid economic growth. Theoretical as well as policy implications of income and price determination models are explored.

4. Program Goals and Objectives:

**When students complete the BBA degree at the University of St. Thomas:**
1. They will communicate clearly, effectively, and logically in a business situation.  
2. They will be adept at critical thinking and be able to demonstrate creative decision-making skills.  
3. They will be able to work effectively in teams toward achievement of goals.  
4. They will be able to state moral standards/principles, recognize possible moral issues, and bring their moral knowledge to bear in resolving these moral issues.  
5. They will demonstrate an understanding of fundamental business issues and processes.

5. Course Learning Objectives

**Upon successful completion of this course, you will be able to:**
1. Express clearly in writing your analysis of current economic issues and macroeconomic performance of selected economies. (Goal #1)  
2. Use graphical analysis to analyze and solve a wide range of economic problems. (Goals #2 and 5)  
3. Explain how the market determines prices and allocates resources and incorporate in your explanation the effects of government intervention in this process. (Goal #2)
4. Articulate the knowledge of economics in the context of an effective team presentation. (Goals #1 and #3)
5. Identify and explain the tools economists use to measure the performance of an economy. (Goals #1 and 5)
6. Explain how output, income, and employment are determined using a simple aggregate expenditures model of an economy. (Goal #5)
7. Identify and explain how monetary and fiscal policies are used by policymakers to stabilize the economy using aggregate expenditure and aggregate demand/aggregate supply models. (Goal #5)
8. Identify and analyze the causes and consequences of economic growth. (Goal #5)
9. Explain and analyze the interrelation between the US economy and other world economies. (Goal #5)

6. Texts, Readings, Materials


Required readings: McConnell/Brue/Flynn Chapters 1, 2, 4, 5, 26-36, 40, 41, 42 plus every item archived in every folder on the Blackboard site for this class.


Suggestions for further study: Go to [www.mcconnell21e.com](http://www.mcconnell21e.com) and find quizzes to accompany each assigned chapter. Work the quizzes and submit your answers to get feedback and reinforcement. In addition, sign up for the required homework on McGraw-Hill Connect and ensure that each chapter’s assigned homework is submitted prior to the deadline.

7. Instructional methods: Instructional methods in this class are multi-faceted. They include practice questions to be prepared outside class to enhance mastery of the course content. There is a team project, with formal writing supported by research, and the iClicker® student response system for regular in-class quizzes. These clickers are used for developing kinesthetic and linguistic intelligence. Teamwork assignments rely on intra- and interpersonal intelligence. Writing and research rely on linguistic and mathematical/logical intelligence.

8. Technology: A variety of technologies are used in this class. All course handouts are archived on Blackboard. Hand-held clickers are used daily in class discussion and quizzes. We use a dedicated G-Mail address, econ1331@gmail.com, for all electronic communications pertaining to this class. A web-based assignment and assessment platform, McGraw-Hill Connect, is used to enhance instruction in the classroom.

9. Course Schedule: All reading assignments and Practice Questions will be done before the class period in which they are to be covered. The Connect homework is designed to be submitted before the chapters are covered in class.

Jan. 19 Introduction to the course. On Jan. 19, send an email to Dr. Morefield at econ1331@gmail.com from your preferred email address.
Jan. 22, 24, 26  Introduction to economics; Market system. Chapters 1, 2.
Feb. 12, 14, 16  Economic growth; business cycles. Chaps. 28, 29.
Feb. 19, 21, 23  EXAM 1 FEB. 19 over Chaps. 1, 2, 4, 5, 26 – 29. Basic macro relationships. Chap. 30
Mar. 05, 07, 09  Aggregate demand/aggregate supply model. Chap. 32.
Mar. 12 - 16  Spring Break – No Classes
Mar. 19, 21,23  Fiscal policy, deficits, and debt; Money and banking. Chaps. 33, 34.
Mar. 26, 28  Money creation; Chap. 35.
Mar. 30  Good Friday – No Classes
Apr. 02, 04, 06  Interest rates and monetary policy. Chap. 36. EXAM 2 APR. 06 Chaps. 30-36.
Apr. 16, 18, 20  International trade and exchange rates. Chaps. 40, 41, continued.
Apr. 23, 25, 27  Team Presentations. Team Questions and PowerPoint® Due Apr. 23.
Apr. 30, May 02  Economics of developing countries. Chap. 42.
May 04  Last day of classes. Course wrap-up.
May 14 Monday  FINAL EXAMINATION 12:00 NOON – 2:30 PM OVER ALL MATERIAL COVERED, INCLUDING TEAM PRESENTATIONS

NOTE: The above schedule and procedures in this course are subject to change in the event of circumstances beyond the instructor's control.

10. Assignments:
A. CLICKER QUIZZES – The purpose of these quizzes is to encourage student participation and engagement in the course content. You will need your iClicker in every class. Students missing class or leaving their clickers at home will not get the clicker points for that class. As the clicker quizzes are part of in-class participation, there are no “makeups” for Clicker points.

B. HOMEWORK:
We use McGraw-Hill Connect, the online assignment and assessment platform that accompanies our textbook. This assignment is described in detail on a separate handout.

C. TEAM PROJECT & PRESENTATION
ASSIGNMENT: You and your team will take your assigned country, research and analyze its economic performance, set performance standards for it, compare and contrast its recent performance [past 25 years or more] to that of the US economy, and report this information and analysis to the class during the week of April 23 - 27. This assignment is described in detail in a separate handout.

11. Course Policies

ATTENDANCE AND PARTICIPATION POLICY - The innovative teaching methods employed in this class depend entirely on the full cooperation and enthusiastic participation of all class members. You are expected to attend every class period and to fully participate in every class. You are expected to read the assigned chapters in the textbook and print out and work the assigned practice questions before coming to class. This will allow us to have informed discussions and do productive work in class.

IN-CLASS MANAGEMENT AND BEHAVIOR – You are welcome to ask clarifying questions as we proceed through the PowerPoint® presentations for each chapter. There is no talking during the administration of Clicker Questions in class, and no sharing of answers with other class members or thumbing through books and notes looking for the correct answer. According to the UST Student Behavior Policy, every class member will conduct himself/herself in a manner that is professional and respectful of others at all times. Class time is very valuable, allowing no time for distractions from the learning process. ALL electronic devices [except your iClicker and hand calculator] will be turned off immediately before class, and will remain off during the entire class period. Other disruptions, such as public displays of affection between class members, are not acceptable, are unprofessional, and will not be tolerated.

POLICY ON CELL PHONES AND OTHER ELECTRONIC DEVICES – Out of consideration for other members of the class, all electronic devices, including cell phones, pagers, iPads, laptops, PAN’s [such as BlueTooth], PDA’s [Blackberries, etc.], Google Glass, and smartwatches will be turned off immediately before and during the entire class. No cell-phone conversations, text messaging, web-surfing, or checking of voice-mail or e-mail will be done immediately before or during class. The only devices allowed for use in class are your iClicker and hand calculator. The only items allowed on your desk during class are your textbook, worked-out hard copies of practice questions, your iClicker, and a regular hand calculator. Cell phones and all other devices will be turned off and put away out of sight. If you wear prescription lenses, you may not use Google Glass® in class – use regular prescription glasses. Cell phones may not be used as calculators. Bring a regular hand calculator to every class and exam.

12. Student Grading Processes:

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<th>Grading Weights:</th>
<th>Grading Scale</th>
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<tbody>
<tr>
<td>Exam 1 15%</td>
<td>Course Average Course Grade</td>
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<tr>
<td>Exam 2 15%</td>
<td>92-100% A 70-73 C</td>
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<tr>
<td>Homework 15%</td>
<td>89-91 A- 67-69 C-</td>
</tr>
<tr>
<td>Team Presentation 15%</td>
<td>86-88 B+ 64-66 D+</td>
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<tr>
<td>Clicker Points 15%</td>
<td>80-85 B 60-63 D</td>
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<tr>
<td>Final Exam 25%</td>
<td>77-79 B- below 60 F</td>
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<td>74-76 C+</td>
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13. **Available Support Services:** The University has a full complement of support services available to you. They include the following:

A. **Blackboard Resource Site:** When you sign in on Blackboard, you will see in the “Course List” box a button labeled “CSB Resource Site for BBA Students.” Click on that button and explore the resources available there, especially for research, writing, presentations, and math help.

B. **IT Help Desk:** Telephone 713.525.6900 or email ITHelpDesk@stthom.edu

C. **Doherty Library Reference Desk.** The Reference Librarians at Doherty Library are available to assist you in accessing online databases and to give helpful advice on finding sources for your written assignments. Visit with the Doherty Library Reference Librarians in person to get tips to help you in preparing the Team Presentation. You can also contact our Reference Desk in the following ways: telephone 713.525.2188; email reference@stthom.edu; live chat; Twitter.

D. **Tutorial Services Center (TSC).** The Tutorial Services Center offers assistance to all current UST students in a variety of content areas, including academic subjects, general concepts, and writing skills. Tutors are available anytime the center is open. The TSC offers on-site tutoring, online tutoring, and tutorial workshops. Office hours and schedules can be found on the UST website. Please contact the center at 713.525.3878 or tutoring@stthom.edu.

E. **CSB Tutorials.** The Cameron School of Business offers tutoring in business subjects. Please visit http://libguides.stthom.edu/cameron (under the “CSB Tutorial Services” tab) for the most current tutorial schedule and available subjects.

F. **Information Technology Services.** The UST IT Solution Center offers assistance with technical issues related to general computer issues, software, email, passwords, MyStThom, and blackboard. Manuals, contact information, and discounted software and hardware purchase information may be found at http://www.stthom.edu/Offices_and_Services/Information_Technology/Index.aqf.

14. **MISSION STATEMENT of the Cameron School of Business**

Inspired by the Basilian Fathers’ motto of *Goodness, Discipline and Knowledge*, the Cameron School of Business provides a comprehensive, high quality, ethically-oriented business education to a diverse student body enabling graduates to serve as leaders of faith and character in a global economy.

15. **EXPECTATIONS OF ACADEMIC INTEGRITY**

Ethical conduct is essential to a community of scholars and students searching for truth. Anything less than total commitment to honesty and honorable conduct undermines the efforts of the entire community. Academic integrity lies at the very heart of any institution of higher learning. In the Cameron School of Business, students and faculty are expected to commit to a code that exemplifies each individual's honor and integrity. Any conduct that violates this standard and betrays the respect of others is a matter of grave concern and, accordingly, is deemed unacceptable.

This statement of expectations of academic integrity is intended to provide broad guidance for you in matters related to academic integrity or situations where it is lacking, such as academic dishonesty. Academic dishonesty can take many different forms. While it is neither desirable nor possible to list...
every possible form of academic dishonesty, academic dishonesty generally falls into five categories, as

described below. This statement is designed to serve as a guide for the moral behavior of students and faculty. However, when in doubt about the “rightness” of an action — ask! Ultimately, both students and faculty are responsible for ensuring the academic integrity of the University of St. Thomas. Students who commit acts of dishonesty expose themselves to appropriate sanctions as outlined in official University policies and procedures.

1. **Plagiarism**: the appropriation or imitation of the language, ideas, and thoughts of another author and the representation of them as one’s original work.

2. **Cheating**: copying another student’s work on an examination, quiz, or in-class exercise, knowingly permitting another student to copy one’s paper on an examination, quiz, or in-class exercise, using unauthorized books, notes, or devices while taking an examination, quiz, or in-class exercise, violating any clearly expressed stipulation applied to homework or “take-home” exams, or gaining unauthorized access to test papers before or after an examination. This includes tests and exams administered in previous terms if such access is specifically prohibited by the instructor.

3. **Fabrication**: falsely reporting work as having been done, or deliberately falsifying results/outcomes.

4. **Deception**: knowingly making a false statement to any faculty member or academic official of the university in regard to an academic matter, or making a deliberately false statement regarding a violation of the provisions of this statement of academic integrity.

5. **Facilitating Dishonesty**: knowingly doing work for another person to turn in as his or her own, or permitting one’s work to be used in this manner.

16. **Accommodations**: The University of St. Thomas abides by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education "solely by reason of her or his disability." If you have a documented disability that may impact your performance in this class and for which you may require accommodations, you must be registered with and provide documentation of your disability to Counseling and Disability Services which is located on the second floor of Crocker Center. Contact Debby Jones or Rose Signorello at 713-525-6953 or 713-525-3162. Any student with a documented disability needing academic adjustments or accommodations is requested to speak with me during the first two weeks of class. All discussions will remain confidential.

* Definitions of and the applicable penalties for “plagiarism” or “plagiarization” and other forms of academic dishonesty are specified in the UST Student Handbook 2016-2017, pp. 48-51 and the UST Undergraduate Catalog 2016-2017, pp. 77-80.