SBNM 5210
MACROECONOMICS
ONLINE SYLLABUS

SPRING 2013 QUAD A
NEW

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OFFICE HOURS:	MW 3 – 5 PM

SCHOOL OF BUSINESS AND NONPROFIT MANAGEMENT
SBNM 5210 MACROECONOMICS
SPRING 2012, QUAD A

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COURSE DESCRIPTION

Macroeconomics studies the determinants of national income, output, employment, and the price level. Included in the study are the determinants of economic growth, inflation and recession, aggregate supply and aggregate demand, employment and unemployment, the determination of interest rates, and the demand for and supply of money. Economists and business managers are able to make more accurate and informed business decisions if they have an understanding of macroeconomics.

The foundation of the market economy is based on many individual decisions. In the study of microeconomics this market process is known as supply and demand. In the aggregate, macro economy, these market decisions sometimes require the implementation of macroeconomic stabilization policies. Both fiscal policy and monetary policy focus on keeping the economy on a path of steady growth and price stability. Fiscal policy uses spending and taxes to move the economy in the desired direction, while monetary policy relies on changes in the money supply and interest rates.

Changes in income levels, growth rates, the price level, and the movement of interest rates all have an important effect on the functioning of businesses. It is vital to understand the impact of changes in the macro-economy on day-to-day business operations. Resource allocation, production, and distribution must be understood by managers in the context of the prevailing business conditions as well as those anticipated in the aggregate economic system.

LEARNING OBJECTIVES

- **COURSE *IDEA OBJECTIVES*:**

  (1) Students will gain factual knowledge in the form of terminology, classification methods, and trends

  (2) Students will become able to comprehend fundamental principles, generalizations, or theories

  (3) Students will become able to apply course material to improve thinking, problem solving, and decision-making

- **IN ADDITION, STUDENTS SHOULD BE ABLE TO:**

4. Describe how scarcity underlies economic thinking
5. Understand how nominal and real values differ, and how we use these measures
6. Learn the importance of and relationships between the macroeconomic goals of production, employment, and purchasing power
7. Evaluate the components of the macroeconomic stabilization policy known as fiscal policy

8. Analyze the components of gross domestic product (GDP) based on spending, income, and production

9. Determine the variables which influence economic growth

10. Describe how interest rate levels and changes in interest rates influence both consumer spending and business spending

11. Summarize the role of the Federal Reserve Board (the FED) and the Federal Open Market Committee (FOMC) and describe actions which define and influence monetary policy

12. Evaluate the components of the macroeconomic stabilization policy known as monetary policy

13. Study the assumptions and predictions of important macroeconomic models

14. Learn the fundamental principles of the Keynesian income determination model, and the subsequent IS and LM analysis

15. Synthesize all components of macroeconomics in order to evaluate the effectiveness of the current policy mix

REQUIRED READING MATERIALS
SBNM 5210, L. Sundholm at North Park University

Your McGraw-Hill Create eBook is available for purchase. Students can locate and purchase the book online by following these steps.

1. Go to http://create.mcgraw-hill.com/shop/

2. In Looking for New Materials type in the ISBN: 0390185760

3. Add the book to your cart and pay using a credit card or access code.

4. If you have any questions, contact me by email, or at 773-610-2410 (cell).

COMPUTER REQUIREMENTS AND ASSISTANCE WITH MOODLE
In order to effectively participate in and successfully complete this course, each participant will need to have access to a computer and a high-speed internet connection.

For assistance with Moodle, contact the Office of Distributed Learning at:
DistributedLearning@northpark.edu

IMPORTANT WEBSITES FOR CURRENT RESEARCH AND REFERENCE

1. http://www.imf.org/external/index.htm - International Monetary Fund (IMF)
2. http://www.census.gov/ - U.S. Census Bureau
3. http://www.federalreserve.gov/aboutthefed/default.htm - About the FED
4. http://www.bea.gov/ - Bureau of Economic Analysis
5. http://www.bls.gov/home.htm - Bureau of Labor Statistics
6. http://www.oecd.org/home/0,2987,en_2649_201185_1_1_1_1_1,00.html Organisation for Economic Co-operation and Development (OECD)
7. http://nobelprize.org/nobel_prizes/economics/laureates/ - Nobel Prize
8. http://www.ustreas.gov/ - U.S. Treasury Department
9. http://www.bloomberg.com/ - Bloomberg.com site for economic news and data
10. http://econ.worldbank.org/WBSITE/EXTERNAL/EXTDEC/EXTRESEARCH/EXTWDRS/0,,contentMDK:20227703~pagePK:478093~piPK:477627~theSitePK:477624,00.html World Bank: World Development Reports

AN ONLINE COMMUNITY
Students enrolled in this course are engaged in a common learning experience. This community is based on a solid foundation of Student Centered Learning and shared principles.

- We are members of a learning community
- Our dominant purpose is to learn
- We are a community of trust and cooperation
- Our community is welcoming, supportive, and encouraging

We should keep these principles in mind as we post our Introductions on the Discussion Board in the first week, as well as throughout the course.

RESEARCH AND WRITING ASSIGNMENTS
Written Assignments will take the form of:

1. Introductory and Research Posts on the Discussion Board (DB)
2. Peer Responses on the DB
3. Research Posts sent to the Instructor
4. Questions for Discussion (QFD) sent to the Instructor

WRITING AND PEER REVIEW RUBRICS are given below.

- The first rubric (Rubric for Writing Assignments) applies to student writing assignments submitted both on the Discussion Board, Questions for Discussion, as well as research sent to the Instructor. Posts should be thought of as short essays.

- The second (Rubric for PEER Responses) applies to peer reviews as students respond to the research of other class members. NO POINTS SHOULD BE AWARDED. THE NUMERICAL VALUES/SCORES ARE MEANT TO PROVIDE GUIDELINES IN WRITING PEER REVIEWS. ALL PEER REVIEWS SHOULD BE POSITIVE, CONSTRUCTIVE, AND SUPPORTIVE.

GRADING-- See the GRADING section below for point values

RUBRIC FOR WRITING ASSIGNMENTS:

To be used for Research Posts on the Discussion Board, Research Posts to the Instructor, and Questions for Discussion (QFD) from the Text

Writing Model : Economics Essay Format For Assignments

POINT VALUES

	Excellent **5 points for each category**	**Good** **4 points for each category**	**Fair** **3.5 points for each category**	**Poor** **3 points for Each category**
CATEGORY	**25 (for the Final)**	**22.5 (for the Final)**	**20 (for the Final)**	**17.5 (for the final)**
1. Introduction (Organization)	The introduction is inviting, states the main topic and previews the structure of the paper.	The introduction clearly states the main topic and previews the structure of the paper, but is not particularly inviting to the reader.	The introduction states the main topic, but does not adequately preview the structure of the paper nor is it particularly inviting to the reader.	There is no clear introduction of the main topic or structure of the paper.
2. Focus on Topic (Content)	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.	Main idea is clear but the supporting information is general.	Main idea is somewhat clear but there is a need for more supporting information.	The main idea is not clear. There is a seemingly random collection of information.
3. Grammar & Spelling (Conventions)	Writer makes no errors in grammar or spelling that distract from the content.	Writer makes 1-2 errors in grammar or spelling that distract from the content.	Writer makes 3-4 errors in grammar or spelling that distract from the content.	Writer makes more than 4 errors in grammar or spelling that distract from the content.
4. Accuracy of Facts (Content)	All supportive facts are reported accurately.	Almost all supportive facts are reported accurately.	Most supportive facts are reported accurately.	No facts are reported or most are inaccurately reported.
5. Conclusion (Organization)	The conclusion is strong and leaves the reader with a feeling that they understand what the writer is "getting at."	The conclusion is recognizable and ties up almost all the loose ends.	The conclusion is recognizable, but does not tie up several loose ends.	There is no clear conclusion, the paper just ends.

RUBRIC FOR PEER RESPONSES

Use the “Score” only as a guideline as you read the work of peers.

DO NOT INCLUDE NUMERICAL SCORES IN YOUR PEER RESPONSES

Be sure that your reviews are balanced, positive, encouraging and supportive.

Score	Category	Descriptors
3 Exceeds Expectations	Content Organization Grammar Style	The concepts in the document are clearly articulated and demonstrative of comprehension of the course material. The concepts in the document are described using the context-appropriate language of the domain. The document’s organization makes its logical argument understandable. The document is categorized appropriately in either an explicit or implicit manner. The document practices 100% accuracy in spelling, grammar, punctuation, and word choice. The document has a sense of style that makes it highly readable and ultimately informative.
2 Meets Expectations	Content Organization Grammar Style	The concepts in the document are articulated and demonstrative of comprehension of the course material. The concepts in the document are described using some context-appropriate language of the domain. The document’s organization makes its logical argument modestly understandable. The document is somewhat categorized appropriately in either an explicit or implicit manner. The document practices less than 100% accuracy in spelling, grammar, punctuation, and word choice. The document has a sense of style that makes it readable and informative.
1 Below Expectations	Content Organization Grammar Style	The concepts in the document are not clearly articulated and demonstrative of comprehension of the course material. The concepts in the document are described using the context-inappropriate language or outside the domain. The document’s organization makes its logical argument unable to be understood. The document is not categorized appropriately. The document practices much less than 100% accuracy in spelling, grammar, punctuation, and word choice. The document has a sense of style that makes it unpleasant to read.
0 Unacceptable	N / A	The assignment was not completed on time or is completed partially or improperly.

GRADING CATEGORIES

1 Introductory and 4 Additional Posts on the Discussion Board: 5 @ 25 points each: 125 points

5 Peer Responses to Other Class members: 5 @ 10 points each: 50 points

11 Text Chapter Questions for Discussion (QFD) Sent to the Instructor: 11 @ 25 points each: 275 points

5 Research Posts Sent to the Instructor: 5 @ 25 points each: 125 points

Final Exam	125 points
TOTAL POINTS	**700**

GRADE POINTS	**GRADE**
651 or more	**A**
630 – 650	**A-**
609 – 629	**B+**
560 – 608	**B**
546 – 559	**B-**
532 – 545	**C+**
490 – 531	**C**

NOTE: A grade below C is not an acceptable passing grade for a course in the SBNM.

Assessment is focused exclusively on written materials. While no singular assessment is good enough to be the truest measure of learning, in this online environment and with current technologies, this performance assessment is the most efficient, given all inputs.

STUDENT RESPONSIBILITIES

1. Students are expected to fully participate in every aspect of the course.
2. Students are expected to complete all reading and posts on time.
3. Students are expected to review and reply to other students' posts. Note that there are required Peer responses.
4. Students may contact me with any issue via email, or by telephone.
5. Students are expected to use proper "netiquette."
6. Students should expect to spend 10 – 12 hours per week on the reading and assignments.

INSTRUCTOR RESPONSIBILITIES

1. The instructor will present the course in such a way that students have every opportunity to guide themselves toward achieving the learning objectives.
2. The instructor will provide reactions to student responses and discussion as appropriate in order to clarify important ideas and concepts.
3. The instructor will provide updated information on relevant resources for the various topics of interest.
4. The instructor will read and critically assess student assignments.
5. The instructor will respond to all student emails and phone calls.
6. The instructor will evaluate and grade student assignments.

INFORMATION AND COMMUNICATIONS

The primary reference point for students is the syllabus. *Blackboard*, whose information is largely based on the syllabus, has been constructed to lay out all materials in a logical way. Student research and reading are most important. If there are questions, please send an email, or a phone call is also welcome. The email address and office phone number are found at the top of the syllabus.

Communication skills are a major part of each student's educational development. As this course is in the School of Business and Nonprofit Management (SBNM), I expect all email, postings and Final exam to reflect professional business communications.

SBNM ETHICS POLICY

In keeping with our Christian heritage and commitment, North Park University and the School of Business and Nonprofit Management are committed to the highest possible ethical and moral standards. Just as we will constantly strive to live up to these high standards, we expect our students to do the same. To that end, cheating of any sort will not be tolerated. Students who are discovered cheating are subject to discipline up to and including failure of a course and expulsion.

Our definition of cheating includes but is not limited to:

1. Plagiarism – the use of another's work as one's own without giving credit to the individual. This includes using materials from the Internet.
2. Copying another's answers on an examination.
3. Deliberately allowing another to copy one's answers or work.
4. Signing an attendance roster for another who is not present.

In the special instance of group work, the instructor will make clear his/her expectations with respect to individual vs. collaborative work. A violation of these expectations may be considered cheating as well.

For further information on this subject you may refer to the Academic Dishonesty section of the University's online catalog.

In conclusion, it is our mission to prepare each student for a life of significance and service. Honesty and ethical behavior are the foundation upon which such lives are built. We therefore expect the highest standards of each student in this regard.

STUDENTS WITH DISABILITIES

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the Center for Academic Services at 773-244-5737, advising@northpark.edu or stop by the office located on the 2nd floor of the Student Services Building. Please do so as soon as possible to better ensure that such accommodations are implemented in a timely manner. For further information please review the following website: http://www.northpark.edu/ada. Accommodations for disabilities must be made prior to exams or assignments.

ATTENDANCE POLICY

The graduate courses in the SBNM are all 7 weeks in length. Missing one class session is allowed without penalty as long as all readings and assignments are made up by the student within a reasonable time period (the following week). Failing to log into an online course site for an entire week is allowed, but a penalty may be applied at the instructor's discretion. Missing a second class session is allowed only in unusual circumstances by prior arrangement with the instructor. Since this represents almost 30% of the engagement time for the course, the student runs the risk of receiving a lower overall grade for the class. Faculty are encouraged to drop the course grade by a full letter grade in this situation. A student who misses three classes (or the equivalent two weeks for an online class) will automatically fail the course, unless the student drops the course before the seventh week of class. Students who drop a course will be held responsible for tuition, based upon the current North Park University refund policy outlined in the University Catalog.

Use of *APA Publication Manual*

The School of Business and Nonprofit Management (SBNM) has adopted the *Publication Manual of the American Psychological Association* (APA) as the standard and required format for all written assignments in SBNM courses.

Our goal in adopting the *APA Manual* is to enhance student learning by:

1) Improving student's writing skills.
2) Standardizing the required format of all written assignments in all SBNM courses.
3) Emphasizing the importance of paper mechanics, grammatical constructs, and the necessity of proper citations.
4) Holding students accountable for high quality written work.

If you are unfamiliar with the requirements of the *APA Publication Manual*, we recommend that you purchase the reference manual and/or that you consult one or more of the suggested resources as listed on the Student Resources section of the SBNM website. ***It is the student's responsibility to learn and ensure that all written work is formatted according to the standards of the APA Manual.***

TEXT ASSIGNMENTS[1]

Week	Topic	Content
1	Basic Economic Concepts	CH 1 The Fundamentals of Economics CH 2 Markets and Government in the Modern Economy CH 3 Basic Elements of Supply and Demand
2	Introduction to Macroeconomics	CH 20 Overview of Macroeconomics Appendix 20 Macroeconomic Data for the United States
3	Gross Domestic Product	CH 21 Measuring Economic Activity CH 22 Consumption and Investment CH 23 Business Fluctuation and the Theory of Aggregate Demand
4	The Price Level	CH 32 Ensuring Price Stability
5	The Role of Money and Banking	CH 26 Central Banking and Monetary Policy
6	Unemployment	CH 31 Unemployment and the Foundations of Aggregate Supply
7	Macroeconomic Policy	CH 33 The Warring Schools of Macroeconomics CH 34 Policies for Growth and Stability

[1] The course schedule is subject to change.

Please note: The course schedule is subject to change.

Week	#	Assignment	Instructions	Due	Points
1	1	Introductory Post on the Discussion Board	Week 1 Discussion Board (DB): Introduction. Introduce yourself, and get to know other class members. 1. Who am I? Please describe yourself, your learning preferences, and where you are usually working from in our online course (home or office, for example). 2. Why have you joined this online community? 3. What are your expectations for this course? Choose your own words. There is no "set" answer. 4. How do I learn best? Choose one or more of the following: • Words • Numbers • Pictures • Self-reflection • Social interaction • Natural world experience PEER Response 1 Required on the DB	1/16/13	25 10
	2	CH 1 QFD Send to the Instructor	CH 1 QFD: Answer Questions 1 and 3	1/19/13	25
	3	CH 2 QFD Send to the Instructor	CH 2 QFD: Answer Questions 1 and 2	1/19/13	25
	4	CH 3 QFD Send to the Instructor	CH 3 QFD: Answer Questions 1 and 4	1/19/13	25
	5 6	Post on the Discussion Board	Discussion Board Research: Keynes See the Week 1 Learning Materials to Review, and Assignment/Activities. J.M. Keynes was the founder of the modern study of macroeconomics (text, p. 5, pp. 58 - 60). How did Keynes present "a new way of looking at macroeconomics and macroeconomic policy"? See the Assignments/Activities for details, and be sure to view the You Tube video on Keynes and the Classical economists, and the pdf on Keynesian Economics. As shown in Assignment/Activities, begin here: *http://www.econlib.org/library/Enc/bios/Keynes.html *https://www.mtholyoke.edu/courses/sgabriel/keynes.htm CONTINUED >>>>>	1/21/13	25 10

			Follow the Assignments for this week, and present a 1 1 - 2 page answer. PEER Response 2 Required on the DB		

2	7	CH 20 QFD Send to the instructor	CH 20 QFD: Answer Questions 2 and 8	1/26/13	25
	8 9	Post on the Discussion Board	Discussion Board Research: 1. Write a 2 page essay describing what life was like during the Great Depression 1929-1941 with a focus on the important events and data which characterized economic conditions of that time period. Look at this report from the New York Times. http://topics.nytimes.com/top/reference/timestopics/subjects/g/great_depression_1930s/index.html Add some of your own research on the Great Depression. Be sure to cite at least 4 of your sources. PEER Response 3 Required	1/26/13	25 10
	10	Research 1 Send to the Instructor	Research How could we compare our most recent Great Recession (2008 Q3 – 2009 Q2) to the Great Depression? Here are some charts and data for the latest "Great Recession." The time period 2008 Q3 – 2009 Q2 is when we find declining Real GDP. The basic definition of a recession is two or more consecutive quarters of declining Real GDP. For charts and data click on: http://www.cbpp.org/cms/index.cfm?fa=view&id=3252 For additional information, look at Real GDP growth rates from the Bureau of Economic Analysis by opening the following link. Look at comparable real growth rates (in chained 2005 dollars) first from 1930-1933, and then in 2008 Q3 – 2009 Q2: http://www.bea.gov/national/xls/gdpchg.xls)	1/30/13	25
3	11	CH 22 QFD Send to the Instructor	CH 22 QFD: Answer Questions 1 and 3	1/30/13	25
	12	CH 23 QFD Send to the Instructor	CH 23 QFD: Answer Questions 1 and 3	1/30/13	25
	13	Research 2	Read CH 21. Then see the Week 3 See the	2/6/13	25

		Send to the Instructor (see the Assignments)	Assignments/Activities schedule for further Instructions. Here are some data links. 1. Click on http://www.bea.gov/iTable/iTable.cfm?ReqID=9&step=1 2. Then click on Domestic Product and Income, and then Table 1.1.5 for Current dollar (Nominal or Money) GDP. Then go back to Domestic Product and Income, and to Table 1.1.6 for Real (chained 2005 dollars) GDP. ****If we divide Current (Nominal or Money) GDP by Real (chained 2005 dollars) GDP and multiply the result by 100, we have calculated the Price Index (Implicit Price Deflator) for that time period.** For example, we have $15811.0 / $13652.5 * 100 = 115.8. This result may be interpreted as meaning that prices have increased by 15.8% from 2005 (the base year) to the present time. The following link gives us a side-by-side comparison of the two GDP measures. http://www.bea.gov/national/xls/gdplev.xls and by percentage change once again: http://www.bea.gov/national/xls/gdpchg.xls If we subtract the % Real GDP change from the % Current GDP change we have calculated the % change in prices (rate of inflation) for that time period. 3. Then click on http://www.bea.gov/iTable/iTable.cfm?ReqID=9&step=1 Click on Domestic Product and Income, and then find Table 1.1.10 for the percentage shares of each spending component. Notice that Consumers account for 70.5% of spending on GDP, Business spending accounts for 13.2%, Government spending accounts for 19.6%, and (Exports – Imports) accounts for – 3.3%. The number is negative because Imports > Exports, resulting in a "trade deficit."		

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4	14	CH 32 QFD Send to the Instructor	CH 32 QFD: Answer Questions 4 and 5	2/6/13	25
	15 16	Post on the Discussion Board	1. Navigate to http://www.bls.gov/ and select a topic of interest from the Subject Areas at the top of the page. Tell us why the topic is important, and what data and information is contained in the report. Make the Discussion Board post 1-2 pages. OR, 2. Take a look at this website on *Back to College*, and post your comments on your findings. http://www.bls.gov/spotlight/2010/college/home.htm NOTE: Labor force, employment, unemployment, and unemployment rate data are found at the following link. In addition, farther down the page the BLS provides Price/Inflation data under Prices Indexes. Just select the appropriate boxes. http://data.bls.gov/cgi-bin/surveymost?bls PEER Response 4 Required on the DB	2/6/13	25 10
5	17	CH 26 QFD Send to the Instructor	CH 26 QFD: Answer Questions 1 and 2	2/13/13	25
	18	Research 3 Send to the Instructor	Navigate to: **http://www.federalreserve.gov/pubs/frseries/frseri.htm** Structure of the Federal Reserve system. **http://www.federalreserve.gov/fomc** About the Federal Open Market Committee http://www.federalreserve.gov/monetarypolicy/fomccalendars.htm Federal Open Market Committee Calendar See the Fed's monetary **Policy Tools** (Open Market Operations, Discount Rate, and Reserve Requirements) at the top left side of the page at: http://www.federalreserve.gov/monetarypolicy/fomccalendars.htm http://www.federalreserve.gov/monetarypolicy/fomccalendars.htm Then see the Week 5 Assignments/Activities schedule for further Instructions.	2/13/13	25

			<u>The Final Examination will be posted in Week 5</u>		
6	19	CH 31 QFD Send to the Instructor	CH 31 QFD: Answer Questions 1 and 5	2/20/13	25
	20	Post on the Discussion Board	1. Research on the Discussion Board: Unemployment. Follow the Week 6 Assignments/Activities schedule for instructions.	2/20/13	25
	21		PEER Response 5 Required on the DB		10

	22	CH 33 QFD Send to the Instructor	CH 33 QFD: Answer Questions 1 and 8	2/23/13	25
	23	CH 34 QFD Send to the Instructor	CH 34 QFD: Answer Questions 5 and 8	2/23/13	25
7	24 25	Research 4 Send to the Instructor Research 5 Send to the Instructor	1. In order to begin a study of the IS and LM model navigate to http://ingrimayne.com/econ/optional/ISLM/Overview14ma.html (Citation: Robert Schenk). Then see the Week 7 Assignments/Activities schedule for further Instructions. 2. Navigate to the Nobel Prize in Economic Sciences http://www.nobelprize.org/nobel_prizes/economics/laureates/ For the list of all Nobel Prize awards in Economic Sciences see: http://nobelprize.org/nobel_prizes/economics/ * Select a year and winner of the prize in Economic Sciences, and present your findings as required in the Week 7 Assignments/Activities schedule.	2/27/13	(1) 25 (2) 25

Final	26	Final Examination	Final Examination ***<u>Follow all directions for answers to the Final Examination, and upload to the Instructor by March 6, 2013.</u>***	3/6/13	125