

UC 11827 12F

CBM003 ADD/CHANGE FORM

APPROVED APR 24 2013

Undergraduate Council
 New Course Course Change
 Core Category: Soc Behv Sci Effective Fall 2014

or

Graduate/Professional Studies Council
 New Course Course Change
 Effective Fall 2013

1. Department: ECON College: CLASS
2. Faculty Contact Person: Ruxandra Boul Telephone: 33836 Email: rprodan@uh.edu
3. Course Information on New/Revised course:
 - Instructional Area / Course Number / Long Course Title: ECON / 2305 / Macroeconomic Principles
 - Instructional Area / Course Number / Short Course Title (30 characters max.) ECON / 2305 / MACROECONOMIC PRINCIPLES
 - SCH: 3.00 Level: SO CIP Code: 45.0601 Lect Hrs: 3 Lab Hrs: 0
4. Justification for adding/changing course: To meet core curriculum requirements
5. Was the proposed/revised course previously offered as a special topics course? Yes No
 If Yes, please complete:

RECEIVED OCT 12 2012

- Instructional Area / Course Number / Long Course Title: / /
 - Course ID: Effective Date (currently active row):
6. Authorized Degree Program(s):
 - Does this course affect major/minor requirements in the College/Department? Yes No
 - Does this course affect major/minor requirements in other Colleges/Departments? Yes No
 - Can the course be repeated for credit? Yes No (if yes, include in course description)
 7. Grade Option: Letter (A, B, C...) Instruction Type: lecture ONLY (Note: Lect/Lab info. must match item 3, above.)
 8. If this form involves a change to an existing course, please obtain the following information from the course inventory: Instructional Area / Course Number / Long Course Title ECON / 2305 / Macroeconomic Principles
 - Course ID: 19237 Effective Date (currently active row): 08/27/2012
 9. Proposed Catalog Description: (If there are no prerequisites, type in "none".)
 Cr: 3. (3-0). Prerequisites: MATH 1310 or equivalent or consent of instructor. Credit may not be earned in both ECON 2301 and 2305. Economics majors/minors with at least a B+ in ECON 2301 may petition to substitute 2301 for 2305. Description (30 words max.): Aggregate economy, inflation, recession, and economic policy. Economic growth, business cycle theory, and international trade.

10. Dean's Signature: _____ Date: 10/8/12

Print/Type Name: Sarah Fishman

REQUEST FOR COURSES IN THE CORE CURRICULUM

Originating Department or College: Department of Economics

Person Making Request: Ruxandra Boul

Telephone: 7137433836

Email: rprodan@uh.edu

Dean's Signature: _____

Date: 08/08/2012

Course Number and Title: Econ 2305 Macroeconomic Principles

Please attach in separate documents:

- X Completed CBM003 Add/Change Form with Catalog Description
- X Syllabus

List the student learning outcomes for the course (Statements of what students will know and be able to do as a result of taking this course. See appended hints for constructing these statements):

- Students will understand basic macroeconomic terms, concepts and methodology and use them to analyze the determination of important macroeconomic variables, including income level, employment, inflation and interest rates
- Students will be able to assess the likelihood that various policy options would improve economic growth and efficiency
- Students will be able to apply economic reasoning to better understand real world policy issues (using fiscal and monetary policy options), such as unemployment, inflation and international trade

Component Area for which the course is being proposed (check one):

Communication

American History

Mathematics

Government/Political

Science

Language, Philosophy, & Culture

x Social & Behavioral Science

Creative Arts

Component Area Option

Life & Physical Sciences

Competency areas addressed by the course (refer to appended chart for competencies that are required and optional in each component area):

Critical Thinking

Teamwork

Communication Skills

Social Responsibility

Empirical & Quantitative Skills

Personal Responsibility

Because we will be assessing student learning outcomes across multiple core courses, assessments assigned in your course must include assessments of the core competencies. For each competency checked above, indicated the specific course assignment(s) which, when completed by students, will provide evidence of the competency. Provide detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

Critical Thinking:

Students will write a one page paper (250 – 400 words) to answer an essay question. For this assignment, students should be able to use economic theory to assess policy solutions and to evaluate the costs and benefits that result. In order to evaluate their critical thinking competency we will measure the followings:

1. The student's ability to use economic theory in order to assess the appropriate policy solutions
2. The student's ability to provide a clear description of the policy (or policies) used and to evaluate the costs and benefits on the economy

Rubric:

Weak	1	2	3	4	5	Strong
------	---	---	---	---	---	--------

Objective 1:

Strong: Is able to use economic theory in order to assess the appropriate policy solutions.

Weak: Does not identify the economic theories in order to assess the appropriate policy solutions.

Objective 2:

Strong: Uses critical analysis skills to come up with various costs and benefits that the policy/policies have on the economy.

Weak: Does not use critical analysis skills and does not identify the various costs and benefits that the policy/policies have on the economy.

Examples of assignments:

1. We have studied in chapter 12 why living standards around the world vary greatly across different countries and how economic policies adopted by nations can effect these living standards. Specifically differences in standards of living can be summarized by productivity and growth. However, to test your critical thinking as well as your social responsibility in promoting a strong Gross Domestic Product, assume you are a U.S. fiscal or monetary policymaker. Then in that capacity apply economic policy to the United States. Do this by citing and explaining at least one particular policy you would advocate which you feel would foster a sound GDP and economic growth. Please answer via written discussion of 250-400 words to this assignment link on Turnitin.com.
2. Same as before but promoting low inflation.
3. Same as before but promoting low current account deficit.

Communication Skills:

In the same paper as above, students will demonstrate their ability to communicate effectively. We will measure the following:

1. The student's ability to clearly structure and organize his/her ideas.
2. The student's command of grammar and style.

Rubric:

Weak	1	2	3	4	5	Strong
------	---	---	---	---	---	--------

Objective 1:

Strong: Is able to organize the materials to fit into a structured argument and moves fluidly from idea to idea.

Weak: Does not integrate the materials into a structured argument.

Objective 2:

Strong: The grammar and style of the paper is formal and precise.

Weak: The paper is disorganized and the student's ability to communicate is hindered by his/her command of writing.

Empirical & Quantitative Skills:

Students will answer multiple choice questions in departmental the final exam that will asses their empirical and quantitative skills. We will measure the following:

1. The student's ability to analyze quantitative data using methods and tools used by economists
2. The student's ability to learn to use graphs in order to interpret the results of basic analysis of the data

We will measure each one of these objectives using 2 multiple choice questions. We will use the following rubric:

Critical Thinking	Unacceptable	Developing	Demonstrates Competency
Objective 1	The students do not give the right answer to any of the questions.	The students give the right answer to 1 out of 2 questions.	The students give the right answer to both questions.
Objective 2	The students do not give the right answer to any of the questions.	The students give the right answer to 1 out of 2 questions.	The students give the right answer to both questions.

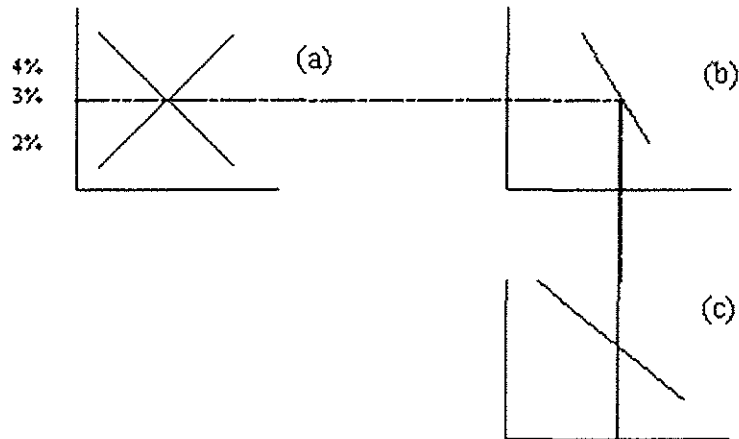
Examples of multiple choice questions:

Objective 1:

1. Ruben earned a salary of \$60,000 in 2001 and \$80,000 in 2006. The consumer price index was 177 in 2001 and 221.25 in 2006. Ruben's 2001 salary in 2006 dollars is
 - a. \$75,000; thus, Ruben's purchasing power increased between 2001 and 2006.
 - b. \$75,000; thus, Ruben's purchasing power decreased between 2001 and 2006.
 - c. \$85,000; thus, Ruben's purchasing power increased between 2001 and 2006.
 - d. \$85,000; thus, Ruben's purchasing power decreased between 2001 and 2006.

2. In 2009, the imaginary nation of Dorados had a population of 8,000 and real GDP of 3,000,000. During the year its real GDP grew by about 2.9%. Which of the following sets of growth rates is consistent with this growth in real GDP?
 - a. 2% population growth and 6% real GDP growth
 - b. 6% population growth and 2% real GDP growth
 - c. 4% population growth and 7% real GDP growth
 - d. 7% population growth and 4% real GDP growth

Objective 2:



1. Refer to Figure above. Suppose that U.S. firms desire to purchase more capital in the U.S. The effects of this could be illustrated by

- shifting the demand curve in panel a to the right and the demand curve in panel c to the left.
- shifting the demand curve in panel a to the right and the supply curve in panel c to the left.
- shifting the supply curve in panel a to the right and the demand curve in panel c to the left.
- shifting the supply curve in panel a to the right and the supply curve in panel c to the right.

2. The long-run aggregate supply curve would shift right if immigration from abroad

- increased or Congress made a substantial increase in the minimum wage.
- decreased or Congress abolished the minimum wage.
- increased or Congress abolished the minimum wage.
- decreased or Congress made a substantial increase in the minimum wage

Teamwork:

[Click here to enter text.](#)

Social Responsibility:

In the same paper as above students will demonstrate their social responsibility competency. We will measure the following:

- The student's ability to understand the social consequence of various economic policies

Rubric:

Weak	1	2	3	4	5	Strong
------	---	---	---	---	---	--------

Strong: Understands the social consequence of various policies.

Weak: Has little or no understanding of social consequence.

Personal Responsibility:

Click here to enter text.

Will the syllabus vary across multiple section of the course? Yes No

If yes, list the assignments that will be constant across sections:

Click here to enter text.

Inclusion in the core is contingent upon the course being offered and taught at least once every other academic year. Courses will be reviewed for renewal every 5 years.

The department understands that instructors will be expected to provide student work and to participate in university-wide assessments of student work. This could include, but may not be limited to, designing instruments such as rubrics, and scoring work by students in this or other courses. In addition, instructors of core courses may be asked to include brief assessment activities in their course.

Dept. Signature:

Economics 2305: Macroeconomics Principles

Fall 2014 Sample

Prerequisite: Completion of or concurrent enrollment in Math 1310 or a higher Math. It is the responsibility of the student to ensure that you have the necessary prerequisite.

REQUIRED

Text: N. Gregory Mankiw, Principles of Macroeconomics (6th edition) integrated with Aplia. This is an online integrated product available at www.aplia.com.

RECOMMENDED: The Study Guide prepared by David R. Hakes, 6th edition.

Week		Topic	Chapter Prin. of ECON	Chapter Prin. of MACRO
Aug	27	Ten Principles of Economics; Thinking like an Economist	1 & 2	1 & 2
Sept	3	Interdependence & the Gains from Trade		
	Sept 3	***** LABOR DAY HOLIDAY *****	3	3
	Sept 4	***** LAST DAY TO ADD A CLASS*****		
	10	The Market Forces of Supply & Demand	4	4
	Sept 12	***** LAST DAY TO DROP WITHOUT INCURRING A "W" ON TRANSCRIPT *****		
	17	Measuring a Nation's Income; Measuring the Cost of Living	23 & 24	10 & 11
	24	Production & Growth	25	12
Oct	1	Saving, Investment, & the Financial System;	26	13
	8	(OPTIONAL: The Basic Tools of Finance)*; Unemployment & Its Natural Rate	(27)*; 28	(14)*; 15
	15	Unemployment & Its Natural Rate cont'd	28	15
	22	The Monetary System	29	16
	29	Money Growth and Inflation	30	17
	Nov 2	***** LAST DAY TO DROP OR WITHDRAW *****		
Nov	5	Open-Economy Macroeconomics: Basic Concepts	31	18
	12	A Macroeconomic Theory of the Open Economy	32	19
	19	Open Economy cont'd;		
	Nov 21-24	***** THANKSGIVING HOLIDAY *****		
	26	Aggregate Demand & Aggregate Supply	33	20
Dec	3	The Influence of Monetary and Fiscal Policy on Aggregate Demand	34	21
	Dec 8	***** LAST DAY OF CLASSES *****		

*Tools of Finance: Chapter 14 is optional. You may choose to skip this chapter if you wish.

Dec 15	***** DEPARTMENTAL FINAL EXAM ***** Saturday, Dec 15 th , 2:00 - 5:00 p.m.; room number will be announced by instructor. STUDENTS MUST SHOW THEIR ID CARD FOR ADMISSION TO THE FINAL EXAM.
--------	--

Individual instructors may include additional material in their own supplemental exam.

Principles of Macroeconomics: Learning Outcomes

- Students will understand basic macroeconomic terms, concepts and methodology and use them to analyze the determination of important macroeconomic variables, including income level, employment, inflation and interest rates
- Students will be able to assess the likelihood that various policy options would improve economic growth and efficiency
- Students will be able to apply economic reasoning to better understand real world policy issues (using fiscal and monetary policy options), such as unemployment, inflation and international trade