

Spalding University
Syllabus 2019 – Session 7: June 24 – August 2
ECON 282, Macroeconomics
3 Credit Hours

Term: Summer Session 7, Online
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Text: Principles of Economics, Frank & Bernanke, Third Edition
ISBN 9781259131769 Connect License only (2 Sessions)
ISBN 9781259696022 Loose leaf with Connect License (2 Sessions)
Office Hours: I am not scheduling regular office hours but will respond to your emails within 24 hours and will be available to schedule phone calls with individual students when requested.
Spalding Help Desk: 855-585-9911 ext. 2398

COURSE DESCRIPTION AND OBJECTIVES

Describes how national and international economies function from the perspective of the citizen policymaker. Studies how national wealth is produced, how economies grow or fail to grow, how national economic activity is measured, and how policy makers use tax, budgetary, and money supply policies to encourage good things (like growth, stability, and full employment) and to discourage bad things (like poverty, unemployment, and rapid inflation).

UNIVERSITY STUDIES COMPETENCIES

To graduate with either an Associate's or Bachelor's degree, Spalding University requires undergraduate students to fulfill a specific number of credit hours in the humanities, natural sciences and mathematics, social sciences, religious studies, and communication. These general education requirements constitute the University Studies component of all undergraduate degree programs.

In keeping with Spalding University's long tradition, rigorous study across and within the academic disciplines fosters a commitment to life-long learning, service, and the promotion of peace and justice among students and faculty. University Studies courses are designed to give students opportunities to practice habits of mind and heart that emphasize the joy of discovery, animate the creative intellect, and promote the development of personal and intellectual competencies needed for success in any profession.

Students will demonstrate knowledge of and competency in the following:

Critical Thinking
Effective Communication
Diverse Perspectives on Social and Cultural Issues

Scientific and Mathematical Skills
Understanding Values and Religious Beliefs of Self and Others

FLEX MISSION STATEMENT

Spalding University's FLEX program, the oldest program for adult learners in Kentucky, is a delivery system of quality undergraduate hybrid and online classes and degrees dedicated to meeting the needs of diverse adult learners by offering rigorous liberal and professional studies courses that emphasize significant student and instructor engagement and reflect Spalding University's focus on compassion, spiritual values, and service in formats and schedules convenient for working adults.

FLEX PROGRAM AND COURSE ATTENDANCE POLICY

Class participation is **extremely** important. Adult students bring to this course varied backgrounds in business settings. Class participation is necessary to share these background experiences.

Attendance

A student registered for an online class must log-in to an online class by 6:00 p.m. on Wednesday of the first week of class to be counted as present for the first class. A student may drop a class until 11:59 p.m. on Friday of the first week of the session. Online classes require the submission of weekly assignments. Any student who has missed (as defined by Spalding University's online standards) the equivalent of 25 percent of an online class should withdraw from the class or receive the grade of *F* for the class. A student may not withdraw from an online class after 11:59 p.m. on the 4th Friday of the session. A student who withdraws from an online class will be responsible for the tuition accrued for the chronological time that has elapsed in the class, not for the amount of work that student has completed.

Student Responsibilities

Prior to enrolling in classes, students in all University programs should anticipate the number of class meeting absences that may result from family obligations, work-related responsibilities, and such other University-sponsored activities as Debate Team and athletic events. Once a class has begun, a student who anticipates that he or she will not meet the attendance requirements to earn a passing grade should withdraw from the class. According to University policy, a student must follow official procedures for withdrawing from a class in order to receive a tuition refund.

Rev. 2/1/13

Any student who stops attending a class without having officially withdrawn from that class will receive the grade of *F* and must assume any remaining financial obligations for the class. Please see the [Withdrawal Policy](#) for additional information.

Please see the Undergraduate Attendance Policy in the Spalding University Catalog for further details.

FLEX Withdrawal and Refund Policy

When a student changes enrollment status (full-time to half-time or less than half-time) that student's financial aid is adjusted according to federal guidelines. Students must attend a class beyond the 100% refund period for that class to be included in the student's eligibility for financial aid.

Title IX Statement

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a 'mandatory reporter' under Title IX. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, as a mandated reporter under Title IX I am required to share information regarding sexual assault, harassment, misconduct, relational violence, stalking or related crimes/policy violations with the Dean of Students/Title IX Coordinator. He will contact you to let you know about your rights and to inform you of accommodations and support services available, as well as options for holding accountable the person who harmed you.

Should you prefer to keep your experience confidential, students also have the right to speak to someone confidentially by contacting the Counseling and Psychological Services Center, a confidential resource, for advocacy and other support related to rape or power-based personal violence at scc@spalding.edu.

Accessibility Services Statement

In keeping with Spalding's Mission Statement our community of faculty, staff and students is diverse. This brings a richness to our campus and, more importantly, to our classrooms. Spalding University recognizes and respects individual differences in our educators and our learners. Any student, who requires academic assistance for documented learning or health issues, should contact the Director of Student Support Services in the Academic Resource Center. Registering with the Office of Student Support Services, by the student, in a timely manner is critical. Accommodations are not retroactive.

Accessibility Services
Accessibility@spalding.edu

Accessibility in Our Learning Environment

Your academic progress in this class is important. If you are aware of a life circumstance that may affect your academic performance please let me know as soon as possible. If, during the course, you encounter any obstacle please discuss this with me immediately. Once these hindrances are disclosed we can work together to develop strategies to overcome them.

This class seeks inclusion for all participants. Individuals with documented academic differences of any kind (including learning differences, ADHD, depression, health conditions), who require instructional, curricular, or test accommodations are responsible for making such needs known to the instructor as early as possible. First, you must be registered with the Director of Student Support Services. The director will request documentation confirming your need for academic accommodation and a completed application for Accessibility Services. Contact information for the Director of Student Support Services is provided in this syllabus under the "Accessibility Services" section.

ACADEMIC POLICIES

The current University catalog and relevant College/School handbooks, delineates pertinent academic policies, including academic and professional integrity. The catalog is available on-line at www.spalding.edu. Each student is responsible for compliance with these policies.

COURSE POLICIES

Scoring Criteria –Discussion Board:

- In each of the first six weeks of the course, each student will post at least three comments in the main discussion forum in Moodle. One post will answer the discussion questions from the instructor related to the weekly reading. At least two more posts will include thoughtful comments on the posts of other students that add to the dialogue of the learning community.

Scoring Criteria – Individual Paper:

- Individual research papers will receive 70% of the possible points based on the content that must cover all questions listed in the assignment document, 15% on organization, and 15% on grammar, syntax, and adherence to APA formatting.

Late assignments are only accepted if you contact me before the assignment is due. Up to 10% of the total value of the assignment could be lost for each day for any assignment submitted after the due date.

COURSE GRADE

Your final course grade will be based upon the following:

Weekly Exams (5@100 points each)	50%
Homework Assignments (5@30 points each)	15%
Discussion Board Assignments (6@25 points each)	15%
Individual Paper	20%

A:	93 - 100%
B:	84 - 92%
C:	76 - 84%
D:	60 - 76%
F:	Below 60 %

GRADING CRITERIA

Undergraduate Grades as described in the Spalding University catalog.

Please note that "plus and minus" grades (e.g., A-, B+) have no effect on GPA.

A (4 quality points) indicates work of excellent quality: a superior grasp of the content of the course, initiative in doing work considerably beyond ordinary assignments, originality in attacking problems, and ability to relate the knowledge of the course to other knowledge.

B (3 quality points) indicates work of high quality: a very good grasp of content, initiative in doing some work beyond the ordinary assignments, and above-average ability to apply principles intelligently.

C (2 quality points) indicates work of acceptable quality: a grasp of the essentials of the course, the satisfactory completion of work assigned, and an average ability to see relationships and to make applications.

D (1 quality point) indicates grasp of only the minimum essentials of a course: passing, but indicates work that is not satisfactory at the college level.

F (0 quality points) indicates failure to master the minimum essentials of the course or failure to follow official procedure for withdrawal from class.

Learning Objectives and Outcomes

At the end of this course students will understand supply and demand, how the economy is measured, the role of government (fiscal policy), the role of the Federal Reserve (monetary policy), the causes of the financial crisis of 2008, the debt of the United States, how trade affects our economy, and how unemployment affects our economy.

ADA

Any student who, because of a disability, may require special arrangements in order to meet course requirements, should contact the instructor as soon as possible to make such accommodations as may be necessary. Students should provide written verification of the need for such accommodations from the Office of Student Life and Development

OUTLINE OF ASSIGNMENTS (From the Economics textbook)

- Week 1: Cover Syllabus and expectations.
Chapter 1 – Review Questions 2 and 3
Problem Questions 2, 7, 8
Chapter 2 – Review Questions 2, 4, and 5
Problem Question 1, 4, 9
Discussion Board Questions and Postings – Test over Chapters 1&2
- Week 2: Chapters 3, 11, and 12. Test over Chapters 3, 11, and 12
Chapter 3 – Review Question 4
Problems 4, 7, 10
Chapter 11 – Review Questions 1 and 6
Problem 2
Chapter 12 – Review Question 6
Problems 1 and 4
Discussion Board Questions and Postings
- Week 3: Chapters 13, and 14. Test over Chapters 13 and 14.
Chapter 13 – Review Questions 5 and 6, and Problem 2
Chapter 14 – Review Questions 2 and 7, and Problems 9 and 11
Discussion Board Questions and Postings
- Week 4: Chapters 15 and 17. Test over Chapters 15 and 17.
Chapter 15 – Review Questions 1 and 5, Problems 4 and 7
Chapter 17 – Review Questions 1 and 3, Problems 1 and 5
Discussion Board Questions and Postings
- Week 5: Chapters 18 and 19. Test over Chapters 18 and 19.
Chapter 18 – Review Questions 1 and 12, Problem 10
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Chapter 19 – Review Questions 3 and 4, Problems 7 and 13
Discussion Board Questions and Postings

Week 6: Discussion Board Questions and Postings
 Individual Paper due

ACADEMIC INTEGRITY

Please see the University Catalog for the Academic Integrity policy and procedures.

Additionally, schools may have academic integrity policies that govern their classes as well.