Course Description:
An introductory course in macroeconomic principles covering basic economic problems and concepts. Topics discussed and analyzed include the role of Government in various economic systems, aggregate measures of economic performance, aspects of economic instability, macroequilibrium, fiscal and monetary policies, and the impact of the public debt and international trade. This is a writing credit course.

Course Required Material:
All class material can be purchased at the Broward College South Campus Bookstore, and students are encouraged to visit the Bookstore early in the semester in order to assure availability of the required items.
- Sampling Learning Interactive Homework and Instruction Subscription
- Basic Calculator

Gordon Rule Writing Requirement:
This course is used in partial fulfillment of the social science requirement of the State of Florida’s General Education Program, and satisfies a portion of the Gordon Rule requirement. This means that all students are required to complete a “Writing Requirement” to pass this course. Students not completing this requirement will receive a letter grade of “F” for the semester regardless of examination scores.

Protocol for all Examinations:
I maintain a zero (0) tolerance policy with regards to cheating and academic dishonesty. Students caught cheating during a test/assignment will receive grade of “F” for the exam/assignment and further actions may be taken. Read the Student Handbook and Planner (pgs. 40-44).

Proper identification (State ID, Driver’s License, or Student ID) is required. You may not be allowed to turn in an exam without proof of identification. Also, those students who are not present for an examination can expect a failing grade for that exam. No exceptions. There will not be any make-up exams. Students are expected to be on time for every examination as no tests will be given to any person who shows up after the first person has completed the test and left the room. All students MUST bring their own Scantron (sold at the BC Bookstore), pencil, eraser, and simple calculator on exam days. Students who do not bring their own Scantron won’t be able to record their answers and therefore will receive a failing grade. Make sure that you go to the restroom before the exams starts. Once you leave the room you cannot come back to finish unfinished parts.

Academic misconduct is defined as an action inconsistent with the ethical standards of the College. Cheating includes but is not limited to, copying homework assignments from another student; working together with another individual on a take home test or homework when specifically prohibited from doing so by the instructor; and looking at text, notes or another student’s paper during an examination when not permitted to do so. Cheating also includes the giving of work or information to another student to be copied and/or used as his or her own. Including, but not limited to, giving a student answers to exam questions either when the exam is being given or after having taken an exam; informing another student of specific questions that appear or have appeared on an exam in the same academic term; giving or selling a term paper, report, project or other restricted written materials to another student.

Academic Dishonesty includes, but not limited to the following:
- a) Cheating, plagiarism, or other forms of academic dishonesty
- b) Using electronic devices to store, retrieve, search for answers and/or share answers in testing environments when the classroom instructor does not authorize the use of the device for such purpose.
- c) Furnishing false information, or misrepresentation of oneself or others to any College official, such as faculty, staff or administrators.
- d) Forgery, alteration, or the misuse of any College document, record, or instrument of identification
- e) Violation of copyright as defined in College Policy 6Hx2.8.05

Course Material and Resources:
Class notes, homework, assignments and all class related material will be available through the Sapling Learning Online Platform, [https://www.saplinglearning.com](https://www.saplinglearning.com) Class notes will be posted one day before the lecture. It is your responsibility to be informed, and regularly visit Sapling Learning to review, and download all class material, as well as complete all course work.

Attendance:
Students are expected to attend all class sessions, except when precluded by emergencies or to observe a religious holiday(s) in his/her own faith, and shall likewise notify instructors in advance of absences when practicable under the circumstances. Students missing 2 consecutive classes, or a total of 3 classes without a valid documented excuse will be withdrawn from the class. Attendance will be taken 5
minutes past the class starting time, hence students not present when attendance is taken will be considered absent. Also, students who show up 5 minutes past class starting time may not be allowed inside the classroom.

Withdrawal (DROP): A student not completing the course for any reason is required to submit an official drop notice to the Registrar's office prior to the deadline. Students not complying with this procedure can expect a failing grade. It is a student's responsibility to attend classes to ensure they are properly enrolled. Faculty will report student non-attendance. Students, who stop attending class prior to the withdrawal date, will be administratively withdrawn from class and receive a W or, if it is their third attempt, an F. Students, who stop attending class after the withdrawal date will receive an F.

Incomplete "I" Grade: An "I" grade may be given when a student who is in good standing and with documented extenuating circumstances has not completed the required coursework by the end of the term. The student should make arrangements to complete the work prior to the end of the next major academic term. Summer terms are not considered in this time limit. If no change is initiated during the next major term, the "I" will automatically become an "F" on the student's permanent record. If the coursework is completed the grade and recalculated GPA will be placed on the student’s transcript. In this class an “Incomplete” or “I” grade is not usually given. If by the last day to WITHDRAW with a grade of W you know that you will not be able to complete the course, please go to the Registrar’s Office and drop the class.

Participation:
Participation is an integral part of the design if this course. For students to learn a new concept they must initially internalize it, and then apply it to a problem or issue, and finally they need to evaluate how well they are internalizing and evaluating the concept. Participation in this course will consist on classroom activities that will facilitate the process of internalizing, and applying the concept, and self-assessment of learning. Participation credit will be given to students that are active, and engaged in all classroom activities, and make positive contributions and interjections.

Assessments:
Assessments are instruments designed to facilitate and appraise learning of course content. Students will be required to complete different learning assessments activities divided in 3 areas:

1. Gordon Rule SEEI (State, Elaborate, Exemplify, and Illustrate) papers
2. Online Homework
3. Tests: a Midterm and a Final (both Online)

Each activity will have a window in which it can be completed. It is your responsibility to constantly monitor the Sapling Learning Online Platform to know when each activity is due and when it can be completed.

Gordon Rule SEEI papers: To fulfill the writing requirement, students will be asked to write 7 SEEI papers (minimum of 250 words, but not more and 270 words each) for which students will be required to:

1. State the concept or idea in a single sentence or two
2. Elaborate on the concept in your own words. Explain it at greater length in a paragraph or two
3. Exemplify the concept by giving concrete examples (and counter examples) of the concept
4. Illustrate (in words) the concept by creating an analogy or metaphor to explain it

To fulfill the writing requirement, students must earn an overall average of 70% or more when counting 6 of the 7 mini essays.

Online Homework: All assigned work will be delivered online through the Sapling Learning Online Platform, and must be completed, and submitted individually by the due date at 11:55 PM. 16 assignments will be available, but only 13 will count towards the final grade. During the available period, students may attempt each question over and over until they either get it right, or give up and request the solution. All writing assignments and homework assignments MUST be submitted through the Sapling Learning Online Platform on the due date by 11:55 PM. Work turned in late, via email, in my mailbox or in class WILL receive no credit. Consideration MAY be given on late assignments for valid documented emergencies. In addition, you will need access to internet, and a computer with proper software, if you don't, you can use any of the "open lab" computers at any BC Learning Resource Center or in public libraries. No consideration will be given for not having access to the hardware, software or any other resource required to access the Sapling Learning Online Platform.

Tests: There will be 2 tests (1 Midterm & 1 Final) which will be delivered online through the Sapling Learning Online Platform. Students who miss an examination can expect a failing grade for that exam. There will not be any make-up tests, no exceptions. In addition, you will need access to internet, and a computer with proper software, if you don’t, you can use any of the "open lab" computers at any BC Learning Resource Center or in public libraries. No consideration will be given for not having access to the hardware, software or any other resource required to access the Sapling Learning Online Platform. Midterm date will be announced in class.

Email: Students should expect a response no earlier than 48 hours. Do not use email to ask for grades, assignment due dates, and course content.
Grade Distribution:
- Attendance 2%
- Participation 12%
- Online Homework 26%
- Gordon Rule SEEI's 24%
- Midterm 18%
- Final Test 18%

Grading Scale:
- A = 100% - 90%
- B = 89% - 80%
- C = 79% - 70%
- D = 69% - 60%
- F = Less than 60%

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<td>Chapter 3 Homework</td>
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<td>Chapter 6 Homework</td>
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<td>SEEI Paper 3</td>
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<td>SEEI Paper 7</td>
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<td>Chapter 8 Homework</td>
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<td>Chapter 16 Homework</td>
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<tr>
<td>SEEI Paper 4</td>
<td>Sunday 03/16/2014 11:55 PM</td>
<td>Note: Due dates could be changed at the discretion of the instructor</td>
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*Specific time and date for the Final Test will be as established by the 2013-2014 Final Examination Schedule

Economics and Critical thinking
When students are given the opportunity to engage in solving problems that reflect real-world situations, they often need to think critically across knowledge domains. Hence integrating critical thinking techniques in this course will help the student comprehend the material more effectively.

Why Critical Thinking?
Everyone thinks; it is our nature to do so. But much of our thinking, left to itself, is biased, distorted, partial, uninformed or down-right prejudiced. Yet the quality of our life and that of what we produce, make, or build depends precisely on the quality of our thought. Shoddy thinking is costly, both in money and in quality of life. Excellence in thought, however, must be systematically cultivated.
What is Critical Thinking?
Broward College defines critical thinking as a process of evaluating information by questioning and testing assumptions, accepting or rejecting arguments and/or perspectives, and applying reasoning to make informed decisions.

Critical Thinking Outcome Statements:
Students will be able to
1.1. Analyze and interpret relevant information
1.2. Explain questions, problems, and/or issues
1.3. Evaluate information to determine credibility of reasoning
1.4. Generate well-reasoned conclusions

<table>
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<tr>
<th>Student Learning Outcome</th>
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<th>Elements of Thought and/or Intellectual Standards (specific features applied)</th>
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<tr>
<td>1.2. Explain questions, problems, and/or issues</td>
<td>Gordon Rule SEEI Paper 2, 4, and 5</td>
<td>Elements: Purpose, Information, Concepts, Assumptions, Conclusion. Standards: Clarity, Accuracy, Precision, Relevance, Logic.</td>
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</table>

Assessing Gordon Rule SEEI papers:
All of the SEEI’s will be evaluated in accordance to The Foundation for Critical Thinking Universal Intellectual Standards. These standards must be applied to thinking whenever one is interested in checking the quality of reasoning about a problem, issue, or situation. Moreover, whenever we analyze, synthesize, or evaluate information the following elements of reason are present: Purpose, Question at Issue, Point of View, Information, Concepts, Assumptions, Inferences, and Conclusions.

When writing a SEEI you must consider the following Elements of Reason: Purpose, Information, Concepts, Assumptions, and Conclusions. The content of each SEEI’s will be evaluated against the following Standards: Clarity, Accuracy, Precision, Relevance and Logic. SEEI papers must be written with the conventions of standard edited American English.
1. **CLARITY:** Could you elaborate further on that point? Could you express that point in another way? Could you give me an illustration? Could you give me an example? Clarity is the gateway standard. If a statement is unclear, we cannot determine whether it is accurate or relevant. In fact, we cannot tell anything about it because we don’t yet know what it is saying. For example, the question, "What can be done about the education system in America?" is unclear. In order to address the question adequately, we would need to have a clearer understanding of what the person asking the question is considering the "problem" to be. A clearer question might be "What can educators do to ensure that students learn the skills and abilities which help them function successfully on the job and in their daily decision-making?"

2. **ACCURACY:** Is that really true? How could we check that? How could we find out if that is true? A statement can be clear but not accurate, as in "Most dogs are over 300 pounds in weight."

3. **PRECISION:** Could you give more details? Could you be more specific? A statement can be both clear and accurate, but not precise, as in "Jack is overweight." (We don’t know how overweight Jack is, one pound or 500 pounds.)
4. **RELEVANCE**: How is that connected to the question? How does that bear on the issue? A statement can be clear, accurate, and precise, but not relevant to the question at issue. For example, students often think that the amount of effort they put into a course should be used in raising their grade in a course. Often, however, the "effort" does not measure the quality of student learning; and when this is so, effort is irrelevant to their appropriate grade.

5. **DEPTH**: How does your answer address the complexities in the question? How are you taking into account the problems in the question? Is that dealing with the most significant factors? A statement can be clear, accurate, precise, and relevant, but superficial (that is, lack depth). For example, the statement, "Just say No!" which is often used to discourage children and teens from using drugs, is clear, accurate, precise, and relevant. Nevertheless, it lacks depth because it treats an extremely complex issue, the pervasive problem of drug use among young people, superficially. It fails to deal with the complexities of the issue.

6. **BREADTH**: Do we need to consider another point of view? Is there another way to look at this question? What would this look like from a conservative standpoint? What would this look like from the point of view of . . . ? A line of reasoning may be clear accurate, precise, relevant, and deep, but lack breadth (as in an argument from either the conservative or liberal standpoint which gets deeply into an issue, but only recognizes the insights of one side of the question.)

7. **LOGIC**: Does this really make sense? Does that follow from what you said? How does that follow? But before you implied this, and now you are saying that, how can both be true? When we think, we bring a variety of thoughts together into some order. When the combination of thoughts are mutually supporting and make sense in combination, the thinking is "logical."

8. **FAIRNESS**: Do I have a vested interest in this issue? Am I sympathetically representing the viewpoints of others? Human think is often biased in the direction of the thinker - in what are the perceived interests of the thinker. Humans do not naturally consider the rights and needs of others on the same plane with their own rights and needs. We therefore must actively work to make sure we are applying the intellectual standard of fairness to our thinking. Since we naturally see ourselves as fair even when we are unfair, this can be very difficult. A commitment to fair-mindedness is a starting place.

### THE FOUNDATION FOR CRITICAL THINKING ELEMENTS OF REASONING

1. **THE PURPOSE, OR GOAL**: Whenever we reason, we reason to some end, to achieve some objective, to satisfy some desire or fulfill some need.

2. **QUESTION AT ISSUE**: Whenever we attempt to reason something out, there is at least one question at issue, at least one problem to be solved.

3. **POINT OF VIEW**: Whenever we reason, we must reason within some point of view or frame of reference.

4. **INFORMATION OR DATA**: Whenever we reason, there is some "stuff," some phenomena (experiences, data, and evidence) about which we are reasoning.

5. **CONCEPTS AND THEORIES**: All reasoning uses some ideas that help guide the individual’s thinking. These concepts can include the theories, and principles.

6. **ASSUMPTIONS**: All reasoning must begin somewhere, must take some things for granted.

7. **INFERENCES OR CONCLUSIONS**: Reasoning proceeds by steps in which we reason as follows: "Because this is so, that also is so (or probably so)," or "Since this, therefore that.

8. **IMPLICATIONS AND CONSEQUENCES**: No matter where we stop our reasoning, it will always have further implications and consequences.

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**Critical Thinking Resources/References for Student Self-exploration**

- The Critical Thinking Foundation - Model Logic
  - [http://www.criticalthinking.org/ctmodel/logic-model1.htm](http://www.criticalthinking.org/ctmodel/logic-model1.htm)