| **PROFESSOR:** | **PHONE NUMBER:** |
| --- | --- |
| **OFFICE LOCATION:** | **E-MAIL:** |
| **OFFICE HOURS:** | **SEMESTER:** |

1. **COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDITS:**

**ECO 2013 PRINCIPLES OF MACROECONOMICS (3 CREDITS)**

This course provides an introduction to economic theory, accounting, and analytical and policy aspects of the national income with emphasis on the theory of income determination. Analysis of the money and banking system, survey of growth theory, and policies will be discussed. Emphasis will be placed on macroeconomics.

1. **PREREQUISITES FOR THIS COURSE:** None

**CO-REQUISITES FOR THIS COURSE:** None

1. **GENERAL COURSE INFORMATION:** Topic Outline.

• The Market System and the Circular Flow

• Demand, Supply and Market Equilibrium

• Macroeconomic Measurement and Basic Concepts

• Money, Banking and Monetary Policy

• Fiscal Policy

• Economic Growth and International Economics

1. **All courses at Florida SouthWestern State College contribute to the general education program by meeting one or more of the following general education competencies:**

**C**ommunicate clearly in a variety of modes and media.

**R**esearch and examine academic and non-academic information, resources, and evidence.

**E**valuate and utilize mathematical principles, technology, scientific and quantitative data.

**A**nalyze and create individual and collaborative works of art, literature, and performance.

**T**hink critically about questions to yield meaning and value.

**I**nvestigate and engage in the transdisciplinary applications of research, learning, and knowledge.

**V**isualize and engage the world from different historical, social, religious, and cultural approaches.

**E**ngage meanings of active citizenship in one’s community, nation, and the world.

**A.**  **General Education Competencies and Course Outcomes**

1. Listed here are the outcomes/objectives assessed in this course which play an integral part in contributing to the student’s general education along with the general education competency they support.

  General Education Competency: **Think**

Course Outcomes or Objectives Supporting the General Education Competency Selected:

* Identify what is included and not included in a nation’s gross domestic product (GDP) and differentiate nominal GDP from real GDP.
* Illustrate economic growth and describe its major sources, then contrast long-run economic growth to the business cycle.
* Illustrate and discuss the sources of changes in aggregate demand and the multiplier effect.
* Explain frictional, structural, cyclical unemployment, and the natural rate of unemployment.
* Differentiate between demand-pull and cost-push inflation and its effect on the economy and who benefits and loses from unanticipated inflation.
* Define money and demonstrate how a single bank, the banking system, and the Federal Reserve create money.
* Explain the tools and limitations of stabilization policy, both fiscal and monetary policies. Describe the relationship between the public debt and annual federal budget deficits and surpluses.
* Define and illustrate comparative advantage. Discuss the advantages and disadvantages of international trade and trade barriers. Describe the determinants of exchange rates.

2.  Listed here are the outcomes/objectives assessed in this course which play a supplemental role in contributing to the student’s general education along with the general education competency they support.

  General Education Competency: **Investigate**

Course Outcomes or Objectives Supporting the General Education Competency Selected:

* Relate scarcity to the limits of production.
* Discuss the impact of scarcity on individuals and the economy and connect this to the benefit – cost method of decision making and opportunity cost.
* Describe the characteristics of capitalism and discuss this economic system’s perceived benefits and failures.
* Define the term market and the effects of changes in the determinants of demand and/or determinants of supply.
* Demonstrate how price controls established by the government interfere with the rationing function of price and impose unintended costs on society.
* Process economic information and make informed decisions about financial literacy topics, including income, consumption, saving, investing, wealth accumulation, and insurance.

**B.** **In accordance with Florida Statute 1007.25 concerning the state’s general education core course requirements, this course meets the general education competencies for Social Sciences.**

* Students will demonstrate the ability to examine behavioral, social, and cultural issues from a variety of points of view.
* Students will demonstrate an understanding of basic social and behavioral science concepts and principles used in the analysis of behavioral, social, and cultural issues, past, present, local and global.

**C.** **Other Course Objectives/Standards**

* Locate and interpret past and current macroeconomic data and/or analyses that either support or do not support the textbook’s macroeconomic analyses.

1. **DISTRICT-WIDE POLICIES:**

**Programs for Students with Disabilities**

Florida SouthWestern State College, in accordance with the Americans with Disabilities Act and the College’s guiding principles, offers students with documented disabilities programs to equalize access to the educational process. Students needing to request an accommodation in this class due to a disability, or who suspect that their academic performance is affected by a disability should contact the Office of Adaptive Services at the nearest campus. The office locations and telephone numbers for the Office of Adaptive Services at each campus can be found at <http://www.fsw.edu/adaptiveservices>.

**REPORTING TITLE IX VIOLATIONS**

Florida SouthWestern State College, in accordance with Title IX and the Violence Against Women Act, has established a set of procedures for reporting and investigating Title IX violations including sexual misconduct.  Students who need to report an incident or need to receive support regarding an incident should contact the Equity Officer at [equity@fsw.edu](mailto:equity@fsw.edu).  Incoming students are encouraged to participate in the Sexual Violence Prevention training offered online.  Additional information and resources can be found on the College’s website at <http://www.fsw.edu/sexualassault>.

1. **REQUIREMENTS FOR THE STUDENTS:**

List specific course assessments such as class participation, tests, homework assignments, make-up procedures, etc.

1. **ATTENDANCE POLICY:**

The professor’s specific policy concerning absence. (The College policy on attendance is in the Catalog, and defers to the professor.)

1. **GRADING POLICY:**

Include numerical ranges for letter grades; the following is a range commonly used by many faculty:

| 90 - 100 | = | A |
| --- | --- | --- |
| 80 - 89 | = | B |
| 70 - 79 | = | C |
| 60 - 69 | = | D |
| Below 60 | = | F |

(Note: The “incomplete” grade [“I”] should be given only when unusual circumstances warrant. An “incomplete” is not a substitute for a “D,” “F,” or “W.” Refer to the policy on “incomplete grades.)

1. **REQUIRED COURSE MATERIALS:**

(In correct bibliographic format.)

1. **RESERVED MATERIALS FOR THE COURSE:**

Other special learning resources.

1. **CLASS SCHEDULE:**

This section includes assignments for each class meeting or unit, along with scheduled Library activities and other scheduled support, including scheduled tests.

1. **ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:**

(Which would be useful to the students in the class.)