

## ECO 106 - Intro to Macroeconomics - Syllabus - Fall 2020

### Contact Information

- **Instructor:** Ingunn Lonning
- **Email:** [ilonning@depaul.edu](mailto:ilonning@depaul.edu)
- **Office Hours:** See course home page for Zoom office hours this week
- **Location:** DPC 6225 (1 East Jackson Blvd., Chicago IL 60604) - when we get back in the office
- **Phone:** +1 (312) 362-8781 - when we get back in the office
- **Preferred Contact:** via email

You can expect a response within 24 hours. If you don't hear back within 24 hours, please, send another mail. Put the class name in the title and remember to note your name in the mail. (Yes, I sometimes get student e-mails that are not signed from the strangest e-mail addresses, and I have to guess who sent it.)

### Course Overview

How difficult or easy will it be to get a job in the near future? Will interest rates on loans go up or down? Should the government try to stimulate the economy to create more jobs?

In this class we will discuss economic models that can be used to address these and other questions related to the economy. We will use fundamental theories of macroeconomics: theories for economic growth, aggregate supply and demand, and national income accounting and analysis. We will analyze what makes economies grow, and the problems of unemployment and inflation, and we discuss policies designed to combat these and other economic problems.

This is an "online hybrid" class. Material and activities are divided into weekly modules. Lecture material will be presented in short videos posted on D2L accompanied by quizzes and assignments that you can do whenever you want before the weekly deadline. We will also meet online every week for a synchronous Zoom session, where we focus on discussion, group work and practice problems and questions.

#### Synchronous meeting time:

- Section 404: Thursdays 10-11am
- Section 407: Thursdays 3-4pm

### Course Prerequisites

MAT 101 or equivalent.

### Technical requirements

This is an online course. You will need at minimum:

- Frequent access to a computer that connects to the Internet including the ability to connect to the Internet at the time of the weekly Zoom meeting.
- A working e-mail account that you check regularly (and that is updated in Campus Connect)
- Access to a software suite such as Microsoft Office (Word, Excel, Power Point). DePaul students are eligible to receive Office 365 ProPlus for installation on their home computer and personal mobile devices. See [Office 365 Education Plus](#) for installation instructions.
- The ability to view video files.

For any questions regarding technology and software, check the student resources under "Course Information."

## Required Materials

**Textbook:** Krugman and Wells, *Macroeconomics*, 5<sup>th</sup> edition, Worth Publishers. ISBN-10: 1-319-09875-4; ISBN-13: 978-1-319-09875-9. Hardcopy or e-book are both fine.

**Additional Readings:** Various articles and handouts may be assigned during the quarter. Articles or links will be posted on D2L.

Books can be purchased from the DePaul Bookstore, or online. You can also rent a book.

## Course expectations

For each week, read the overview of what to do that week. You are expected to watch videos, read class material and complete assignments before the deadline each week. Make sure you read the Zoom session agenda before the meeting that week, so you can meet prepared.

Check your e-mail and follow news items. Make sure your e-mail address is updated in DePaul's system. General class e-mails will also be posted under "News" on the course home page. Note that we may deviate from the "Course Calendar." If anything changes, you will be notified by e-mail and in the "News" section on the course home page.

This class analyzes the economy we live in. Read news about the economy, and think about how it relates to what you are learning in class. We will discuss news throughout the quarter.

Use of Internet: You will be asked to find info on the internet for several of your assignments. In addition, feel free to search the internet and google terms and questions from class, but remember that the focus is on mastering the class material. In your assignments, you will be expected to demonstrate that you know what we have covered in class videos, Zoom sessions and other course materials, and not just something you could randomly google that sounds about right. See FAQs below for more information on this topic.

Netiquette: In an online class, most communication happens in writing. Make sure you check out tips for best practices in communicating in an online setting, also called Netiquette. You will find this in "Course Document" under "Academic and Technical Student Resources." Follow the link to tips on "Succeeding as an Online Student" and then to Netiquette. I have entered a direct link here, but do explore this useful resource! [Success Strategies - scroll to Netiquette](#)

Make sure you put in enough time. In a face-to-face setting this class would meet 3 hours per week. In addition, you would be expected to read and do homework outside class. DePaul estimates that there will be 2 hours of work outside class for each hour of lecture. For a 3-hour class, this implies a total of 9 hours of work per week. Set aside time to log into the class website and work on class material at least two to three times each week. If you have a problem putting in the required amount of time, maybe you are taking on too much and this may not be the right time for taking this class. Please, get in contact if you feel you are falling behind or this is an issue for you.

## Learning Outcomes

After taking this class, students should be able to:

- Use economic vocabulary and methodology and be able to identify the central questions asked in macroeconomics
- Calculate nominal and real GDP, the unemployment rate, and the inflation rate based on numerical examples and to discuss the importance of these variables as well as the short-comings of the data

- Locate official economic data, create and present graphs, and relate data to economic theory
- Discuss theories of long-term economic growth, short-term business cycles and unemployment.
- Use aggregate demand and supply curves to analyze the causes of short-term movements in output, unemployment and the price level and the roles of fiscal and monetary policy in stabilizing the economy.

Student work in this course will fulfill the Social Behavioral and Cultural Inquiry Learning Outcomes and Writing Expectations of DePaul's Liberal Studies Program.

## **Assignments and exams**

Assignments are there to help you understand, learn, and be able to make use of class material.

**Weekly quizzes:** The weekly quizzes will help test your understanding of and ability to use material presented in the videos and in readings. To prepare for the quizzes, watch the videos, do the readings and check yourself on practice problems. We will also go through some practice problems in our Zoom sessions. Note: Some questions will be straightforward if you have seen the videos, so there may not be any practice problems related to these issues.

- You have two attempts for each quiz. The best attempt counts.
- The material will be divided into two quizzes most weeks. This will allow you to take a quiz when you have finished part of the week's material. I will indicate which material will be covered in each quiz.
- Each quiz can be done at any time before the deadline, each Monday night at 11:59pm. Note: This is an absolute deadline!
- Quizzes will test your understanding of the weekly material, so make sure you watch the videos, do practice problems and prepare before starting the graded quizzes.

**Note:** You need to submit the quiz by the deadline (not just start it). Sometimes there are technical problems, so don't wait until the last minute to do the quizzes! I will NOT reopen quizzes if you miss a quiz or two due to technical problems or just forgot. However, because these issues sometimes will occur, the two lowest quiz scores will be dropped in your overall quiz grade calculation.

## **Group project:**

You will be divided into groups of about 6-7 students early in the term. Each group will create a paper that presents a graphic overview of how the macroeconomy is doing currently and compare to historic performance. Each person in the group will be responsible for one set of economic data. In addition, each group will have their own Discussion Board section for communicating. Note that this project has several components and deadlines throughout the quarter!

See separate description of the group project.

Note: Group projects can be tricky in an online setting. The group project is therefore organized so that all coordination can be done asynchronously. You will receive one grade on the overall project and one on the part you have written. It is up to each student to make sure they respond promptly to the rest of the group and finish their work within the given deadlines. Also, try to be supportive and helpful of your group members.

## **Due dates:**

- Sep. 28: A list of which group member is responsible for each macro variable.
- Oct. 5: Submission of group document based on data available by Sep. 28 or later.
- Early November: Submission of updated document based on data available October 29 or later.

## **Individual assignment - relate to group document:**

After finishing your group project, you will have an assignment that asks you to use your group's paper plus class material as your sources to discuss macroeconomic issues. You will receive detailed instructions about this assignment.

### **Other written assignments:**

You will be given a few shorter assignments along the quarter, like a posting on Discussion Board or a brief piece of writing based on class material or an article. These will be short (1-2 paragraphs), and you will receive further instructions. These assignments will be due in weeks where you only have quizzes in addition.

## **Assessment**

<b>Grading</b>	<b>Value %</b>
• Weekly quizzes	25
• Assignments	15
• Participation	10
• Group project	15
• Mid-term exam	15
• <u>Final exam</u>	<u>20</u>
• Total:	100

Participation grades will be based on your weekly Zoom attendance, with 1 point per weekly session. You can miss one Zoom session without losing points, i.e. you will receive a full 10 points for attending nine sessions. After that, you will lose one point for each session missed. Note that if you log in, but is discovered to not be present during the whole hour, you will get 0.5 points for that session. Please, e-mail me if you know that you will not be able to attend.

The final grade in your class will be determined as follows:

A	93 - 100	D+	67 - 69
A-	90 - 92	D	60 - 66
B+	87 - 89	F	59 and below
B	83 - 86		
B-	80 - 82		
C+	77 - 79		
C	73 - 76		
C-	70 - 72		

### **Exams:**

There will be a midterm and a final in this class. The exams will consist of online quizzes and short-answer questions. The exams will be available over a period of a few days, and you will be able to pick your own time to do the exams. Each exam will be time limited.

Midterm: Available Frid. Oct. 16, 9 am - Mond. Oct 19, 11:59 pm. You will pick a brief period within this time span to take the exam.

Final: Available Frid. Nov. 20., 9 am - Mond. Nov. 23, 11:59 pm. You will pick a brief period within this time span to take the exam.

## Accommodations

### Students with Disabilities

Students seeking disability-related accommodations are required to register with DePaul's Center for Students with Disabilities (CSD) enabling you to access accommodations and support services to assist your success. There are two office locations that can provide you with enrollment information, or inquire via email at [csd@depaul.edu](mailto:csd@depaul.edu).

- Loop Campus - Lewis Center #1420 - (312) 362-8002
- Lincoln Park Campus - Student Center #370 - (773) 325-1677

Students are also invited to contact me privately to discuss your challenges and how I may assist in facilitating the accommodations you will use during this course. This is best done early in the term and our conversation will remain confidential.

### Additional Accommodations

This course may include instructional content delivered via audio and video. If you have any concerns about your ability to access and/or understand this material in its default format, please notify me within the first week of the course so accommodations can be made.

### Assistance with Writing – The Writing Center

Consider contacting or visiting the [Writing Center](#) to discuss your writing. Writing Center tutors are undergrad and graduate students across disciplines who would love to help you at any stage of the writing process with any kind of writing you're working on. In each appointment, tutors collaborate with you to set an agenda focused on one, two, or three specific topics for revision. Online appointments are available through audio and video or text-based chat or through written feedback where you upload a draft and a tutor provides feedback that is emailed to you. All writing center services are free.

### Student Evaluations

At the end of this course, you will be provided with the opportunity to evaluate this course. Course evaluations provide valuable feedback that can improve teaching and learning, and think of this as your opportunity to make an impact, both in terms of what works well and what doesn't. The evaluation of the instructor and course provides you an opportunity to make your voice heard on an important issue – the quality of teaching at DePaul. Don't miss this opportunity to provide feedback!

### Frequently Asked Questions

Q: Can I use the internet to answer assignment questions?

A: Yes and no. Some of the questions will ask you to go to websites and look up data and information. Other times, you may want to look for information about a term, and that is fine. However, note the following:

- For work in this class, you are expected to demonstrate that you know class material. There is a reason we focus on what we do in the class. Using random material from the internet, even while somewhat correct, while ignoring important aspects discussed in class material will lower your score on an assignment.
- Be critical of websites used. Many website are biased or just written by persons who are not experts on a topic. Remember that you textbook is written by two economics professors and have been vetted by many students and other professors to remove any remaining errors. Investopedia articles have not been through

that same process. For general info about how to evaluate a website, see the following link: [Evaluating websites](#)

## **Academic Integrity**

Work done for this course must adhere to the University Academic Integrity Policy, which you can review in the Student Handbook or by visiting [Academic Integrity](#) at DePaul University.

Note specifically, for this course:

- Assignments including quizzes and assessments are meant to demonstrate what you understand of the material and what you need to work on. That means it's important that graded work should be done by you and only you, unless it's specified that this is a group project.
- For the group project, you are encouraged to discuss how to create your graphs and interpretations of the data. However, each student will be responsible for a given data set and graphs, and comments should be written by the individual student.

Note that if I find that you have breached academic integrity rules like copying online materials or fellow students or worked together on exams, it will have consequences for your grade and your standing with the school.