

## **ECONOMICS 2303 Principles of Economics (ONLINE)**

**CRN: 17003**

**Spring 2023 (Oct. 23 – Dec. 16)**

**Professor Cynthia Gamez**

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**(915) 747-5245**

**Office Hours: Virtually: Mondays, Tuesdays, and Wednesday 1-2 pm or by appointment**

### **COURSE DESCRIPTION -What this class is about and what we will do.**

Econ 2303 is a survey of the basic principles of economics designed to give a broad understanding of the economy; primary attention is given to aggregate problems and issues considered of particular importance to the nation.

### **COURSE OBJECTIVES OR EXPECTED LEARNING OUTCOMES**

At the end of this course, students will be able to:

- 1) Use marginal benefit and marginal cost analysis in evaluating your decision making.
- 2) Apply the demand and supply to analyze market events.
- 3) Understand how to interpret business cycles, employment levels, inflation, and economic growth data to help you make better career decisions.
- 4) Learn about economic policies and their impact on our national economic objectives.
- 5) Learn to think like an economist.

### **LEARNING MODULES**

This course is designed using a modular format—that is, each week is “packaged” into six. The first module provide you with with the course syllabus, calendar, and UTEP policies. The second module is a course resources module that provides important links to the Blackboard Help Desk, your Hawkes Learning System, video platforms, a listing of helpful videos and more. The four subsequent are the core of the course and assignments, materials, discussion posts, and related content are in one area for a given week. Some assignments span across several weeks.

## REQUIRED MATERIALS



Hawkes Learning (2022). *Principles of macroeconomics*. Hawkes Learning / Quant Systems.

ISBN: 978-1-642-77456-6

## ASSIGNMENTS AND GRADING

All assignments are open and you may progress through the course at your own pace, but must meet all due dates. Due dates and assignment details are provided in Blackboard. Please progress through the course in the order presented.

### Grade Distribution:

100%-90% = A 89.9%-80% = B 79.9%-70% = C 69.9-60% = D 59.9% and Below = F

- **10% points: Every Day Econ Supply Demand Project**
- **20% Points: Macroeconomic Analysis of Recessions in the U.S. Project**
- **20% Points: Chapter Certifications (Quizzes)**
- **10% Points: Two Graded Discussion Board Posts**
- **20% Points: Mid-Term Exam**
- **20% Points: Final Exam**

**Study Buddy Peer Review Voluntary Activity** – This is a voluntary activity. If you complete the voluntary Study Buddy Peer Review Activity can earn an additional 5% on your final grade if you choose to participate in the Study Buddy Program. To earn the full 5%, buddies must review their partner’s Every Day Econ Supply Demand Project, Macroeconomic Analysis, and Discussion Posts and submit a 1-2 page reflection about their experience. Unfortunately, if your buddy drops the class, you will no longer be able to participate – so no dropping! If you participate in the Study Buddy Peer Review Activity, you may also partner with your study buddy to complete your Macroeconomic Analysis. You must decide to participate in this during the first week of class.

**Every Day Econ Supply Demand Project** This is a two-part assignment. One part is the written submission and the second is your presentation posted in the discussion board. Identify the determinants of supply and demand. Select a product that you use on a daily basis or a product that you are familiar with that you think is affected by the market (supply and demand). Demonstrate the impact of shifts in both market supply and demand curves on equilibrium price and output.

- Research your product. For example: “Egg shortage” or “Demand for eggs” (No-you can’t use eggs).

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- Summarize your article(s) that explain the market dynamics of demand and supply for your product.
- You will prepare two tables with graphs explaining the demand impacts and the supply impacts.
- Write a concluding statement that summarizes your findings and what you think will happen to prices and quantities based on the direction of the shifts.
- Provide a reference list in APA format. Go to: <https://www.citationmachine.net/apa> You will need to watch some ads, but this free service will help you format correctly.
- You will record your presentation in YUJA and post in the discussion board. You will review and comment on two of your peers' presentations.
- Post your presentation in the discussion board.
- Submit your written assignment in the assignment portal in Blackboard.

### **Macroeconomic Analysis of Recession in the U.S.**

- **Macroeconomic Indicators & Recessions from 1945 – 2023** This is a two-part assignment. One part is the written submission and the second is your presentation posted in the discussion board. You will start in Week 5 - You have two weeks, plus two days to complete this assignment. **If you participate in the Study Buddy program, you may work with your partner on this project.**
- In this assignment, you will be preparing a project that you will virtually present. You will present graphical data using FRED about unemployment, CPI, and GDP.
- You will discuss:
  - Trends or patterns in the data.
  - What happens to unemployment and CPI during recessions?
  - What happens at the end of a recession?
  - What are the relationships between Real GDP, Unemployment and CPI?
- You will then prepare a timeline with the dates of the recession briefly stating the causes.
- You will then read about the 13 recessions in the U.S. since 1950 at the History Channel found at: <https://www.history.com/news/us-economic-recessions-timeline>.
- You will select one recession and discuss monetary and fiscal policy initiatives that may have helped restore the economy.
- Use this power point as a template for your work and as your rubric. All elements must be present.
- You will record your presentation and post in the discussion board. You will review and comment on two of your peers' presentations.
- If you participate in the Study Buddy Peer Review Activity, you may also partner with your study buddy to complete the Macroeconomic Analysis (as in a group).

**Chapter Certifications:** You will complete a Chapter Certification in Hawkes Learning System. This is similar to a quiz. You must achieve an 80% or higher. These certifications are part of your grade. I have also posted chapter lessons for you to complete, however, these chapter lessons are not part of your grade. They will appear in your Hawkes Course shell and it is recommended that you complete them for mastery of the course.

**Discussion Board Posts:** You will have two graded discussion boards in addition to the Everyday Econ Project and the Macroeconomic Analysis project. You will listen to two podcasts from “Think Like an Economist” by Jeffrey Wolfers and Betsey Stevenson and post your comments per instructions found in Blackboard. **Discussion posts are due on Friday at 11:59 p.m. and reponses will be due on Sundays at 11:59 p.m.** You will respond to your peers with

thoughtful comments and questions. You will not get credit for responses that are simply “I agree with you...” or “nice work You will go to this podcast: "Thinking Like an Economist," by Wolfers and Stevenson on Spotify.

Select one podcast to listen to and then respond to the following prompts. A word count is provided to indicate that you are required to provide depth to your response. Make sure that your posts are substantive.

1. Provide the name and link to your podcast.
2. Initial posts submitted by Friday at 11:59 PM.
3. List two or three economic concepts you learned in 150 - 200 words.
4. How do these concepts relate to your real life experiences in 150-200 words?
5. Thoughtfully respond to two of your peers in 75 - 150 words.
6. Use proper grammar and punctuation please!
7. Post your discussion by Friday evening at 11:59 PM. Replies to your peers are due by Sunday at 11:59 PM. Points will be take off for initial posts that are posted on Saturday or Sunday because this will not allow you to fully participate nor others to view your post.
8. Please see Rubric for grading criteria.

**Mid-Term Exam:** Your mid-term exam will be taken in the Hawkes Learning System. It will be over the concepts learned in the course and **chapters 1, 2, 3, 6, 8, 9 , & 11**. The Hawkes Learning System will engage Respondus. You are expected to complete this exam on your own.

**Final Exam:** Your mid-term exam will be taken in the Hawkes Learning System. It will be over the concepts learned in the course and chapters **14, 15, 17, plus monetary policy readings**. The Hawkes Learning System will engage Respondus. You are expected to complete this exam on your own.

## TECHNOLOGY REQUIREMENTS

Course content is delivered via the Internet through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop, scanner, a webcam, and a microphone. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP’s Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.

**IMPORTANT:** If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP [Help Desk](#) as they are trained specifically in assisting with technological needs of

students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

## **Course Communication – How we will stay in contact with each other**

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Because this is an online class, we won't see each other in the ways you may be accustomed to: during class time, small group meetings, and office hours. However, there are a number of ways we can keep the communication channels open:

- **Office Hours:** This is the time that I have set aside to help you and answer your questions. I will have office hours for your questions and comments about the course. I am also available to meet with you as needed. Please email me to set up a virtual meeting.
- A Teaching Assistant will also be available to meet with you during their office hours between March 20 – April 28 on Wednesdays at 1 p.m.
- **Email:** UTEP e-mail is the best way to contact me. I will make every attempt to respond to your e-mail within 24-48 hours of receipt. When e-mailing me, be sure to email from your UTEP student account and please put the course number in the subject line. In the body of your e-mail, clearly state your question. At the end of your e-mail, be sure to put your first and last name, and your university identification number.
- **Discussion Board:** If you have a question that you believe other students may also have, please post it in the Discussion Forum inside of Blackboard. Please respond to other students' questions if you have a helpful response.
- **Announcements:** Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.

## **NETIQUETTE**

As we know, sometimes communication online can be challenging. It's possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- Always consider audience. This is a college-level course; therefore, all communication should reflect polite consideration of other's ideas.
- Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated.
- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

## **Course Policies: What do you need to do to be successful in the course.**

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### **ATTENDANCE AND PARTICIPATION**

Attendance in the course is determined by participation in the learning activities of the course and by submitting required course work by the due date. Your participation in the course is important not only for your learning and success but also to create a community of learners. Participation is determined by completion of the following activities:

- Reading/Viewing all course materials to ensure understanding of assignment requirements
- Completing all course assignment requirements
- Participating in engaging discussion with your peers on the discussion boards (grading rubric provided in the “grading information” area of each forum)
- Participating in scheduled Blackboard Collaborate sessions
- Other activities as indicated in the weekly modules

Because these activities are designed to contribute to your learning each week, they cannot be made up after their due date has passed.

### **EXCUSED ABSENCES AND/OR COURSE DROP POLICY**

According to UTEP Curriculum and Classroom Policies, “When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor may drop the student from the class with a grade of “W” before the course drop deadline and with a grade of “F” after the course drop deadline.” See academic regulations in the UTEP Undergraduate Catalog for a list of excuse absences. Therefore, if I find that, due to non-performance in the course, you are at risk of failing, I may drop you from the course. I will provide 24 hours advance notice via email.

### **DEADLINES, LATE WORK, AND ABSENCE POLICY**

#### Assignments

- Assignments will be due on Sundays at midnight (11:59 PM). No late work will be accepted if the reason is not considered excusable.

#### Discussion Assignments

- Discussion board posting is due on Fridays at 11:59 PM. Responses to your peers are due on on Sundays at midnight (11:59 PM). No late work will be accepted if the reason is not considered excusable.

### **MAKE-UP WORK**

Make-up work will be given *only* in the case of a *documented* emergency. Note that make-up work may be in a different format than the original work, may require more intensive preparation, and may be graded with penalty points. If you miss an assignment and the reason is not considered excusable, you will receive a zero. It is therefore important to reach out to me—in advance if at all possible—and explain with proper documentation why you missed a given course requirement. Once a deadline has been established for make-up work, no further extensions or exceptions will be granted.

## **ALTERNATIVE MEANS OF SUBMITTING WORK IN CASE OF TECHNICAL ISSUES**

I strongly suggest that you submit your work with plenty of time to spare in the event that you have a technical issue with the course website, network, and/or your computer. I also suggest you save all your work (answers to discussion points, quizzes, exams, and essays) in a separate Word document as a back-up. This way, you will have evidence that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through the course website, please contact the UTEP Help Desk. You can email me your back-up document as a last resort.

## **INCOMPLETE GRADE POLICY**

Incomplete grades may be requested only in extreme and exceptional circumstances beyond your control and after you have completed at least half of the course requirements. Talk to me immediately if you believe an incomplete is warranted. If granted, we will establish a contract of work to be completed with deadlines.

## **ACCOMMODATIONS POLICY**

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the [UTEP Center for Accommodations and Support Services](#) (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at [cass@utep.edu](mailto:cass@utep.edu), or apply for accommodations online via the [CASS portal](#).

## **SCHOLASTIC INTEGRITY**

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the [Office of Student Conduct and Conflict Resolution \(OSCCR\)](#) for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](#).

## **CLASS RECORDINGS**

Our use of recording technology is governed by the Federal Educational Rights and Privacy Act (FERPA) and UTEP's acceptable-use policy. In the event of a synchronous session, a recording of the class sessions

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will be kept and stored by UTEP, in accordance with FERPA and UTEP policies. Your instructor will not share the recordings of your class activities outside of course participants, which include your fellow students, teaching assistants, or graduate assistants, and any guest faculty or community-based learning partners with whom we may engage during a class session. **You may not share recordings outside of this course.** Doing so may result in disciplinary action.

## **TEST PROCTORING SOFTWARE**

Two course assessments (the midterm and final exams) will make use of Respondus Lock Down Browser and Respondus Monitor inside of either Blackboard or Hawkes Learning to promote academic integrity. Respondus is built into your Hawkes Learning System, but in the event that the exams are administered in Blackboard due to technical issues, you will be encouraged to learn more about how to use these programs prior to the first test. I will let you know if this is the case ahead of time and make adjustments as needed.

Please review the following guidelines:

- The assessments will only be available at the times identified on the course calendar.
- Allotted time will be given 80 minutes to complete the exams.
- You may take the test at any time during the dates specified in the syllabus.
- A reliable Internet connection is essential to completing the exam. If you must go to a location to take the exam (such as the library), be sure to follow their health and safety requirements.
- You have 2 attempts to take the test. Once the window closes, your answers will be saved, and no changes can be made. The higher score will be recorded.
- Respondus Lockdown Browser will require that all internet tabs are closed prior to the start of the test.
- Respondus Monitor requires a webcam and microphone.
- You may be required to show the webcam your student ID prior to the start of the test.
- Your face should be completely visible during the test. Blocking the camera will disable the test.
- No notes or textbook materials are permitted during the test. Respondus Monitor requires you to take a video of your surrounding area (desk, chair, walls, etc.)
- You should not have conversations with other people and/or leave and return to the area during the test.
- The test must be completed in one sitting. The test will submit once the 80 minute time limit has expired.

## **PLAGIARISM DETECTING SOFTWARE**

Some of your course work and assessments may be submitted to SafeAssign, a plagiarism detecting software. SafeAssign is used to review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase.

## **COPYRIGHT STATEMENT FOR COURSE MATERIALS**

All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

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## **Course Resources: Where you can go for assistance**

UTEP provides a variety of student services and support:

### Technology Resources

- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

### Academic Resources

- [UTEP Library](#): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [Math Tutoring Center \(MaRCS\)](#): Ask a tutor for help and explore other available math resources.
- [History Tutoring Center \(HTC\)](#): Receive assistance with writing history papers, get help from a tutor and explore other history resources.
- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

### Individual Resources

- [Military Student Success Center](#): Assists personnel in any branch of service to reach their educational goals.
- [Center for Accommodations and Support Services](#): Assists students with ADA-related accommodations for coursework, housing, and internships.
- [Counseling and Psychological Services](#): Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.

# CALENDAR

		Week	Topic	Readings	Assignments	Tasks	Due Date	
<b>Part 1:</b>	Foundations of Economics	Oct. 23 - Nov. 5	<b>WK 1</b>	Economic Thinking, Production Possibilities Model	Chapter 1: Welcome to Economics	Chapter 1 Review Certification	Register for Hawkes Learning	10/29/2023
					Chapter 2: Choice in a World of Scarcity	Chapter 2 Review Certification	Create FRED Account	10/29/2023
			<b>WK 2</b>	Demand & supply Model	Chapter 3: Demand and Supply	Chapter 3 Review Certification	Everyday Econ Project	11/5/2023
<b>Part 2:</b>	The Macroeconomy	Nov. 6 - Nov. 19	<b>WK 3</b>	Macroeconomic Objectives, Unemployment and GDP	Chapter 6: The Macro Perspective	Chapter 6 Review Certification		11/12/2023
					Chapter 8: Unemployment	Chapter 8 Review Certification	FRED Graphs for Unemployment, CPI, and GDP	11/12/2023
						Discussion Board Post - "Think Like an Economist!"		11/12/2023
			<b>WK 4</b>	CPI	Chapter 9: Inflation	Chapter 9 Review Certification		
				Aggregate Demand & Supply Model	Chapter 11: Aggregate Demand/Aggregate Supply Model	Chapter 11 Review Certification	FRED Layered Graph with analysis	11/19/2023
					Mid-Term Exam: Chapters 1, 2, 3, 6, 8, 9 & 11	Exam Open Nov. 13	Prepare for exam	11/19/2023
<b>Part 3</b>	Macroeconomic Policies	Nov. 20 - Dec. 3	<b>WK 5</b>	Money, banking, financial institutions, and monetary	Chapter: 14 Money and Banking Chapter 15: Monetary Policy and Bank Regulation/outside reading to be assigned	Chapter 14 Certification Chapter 15 Certification/New Monetary Policy	Begin work on Macroeconomic Analysis of Recessions in the U.S. Project	11/26/2023
						Review Questions about new monetary policy		11/26/2023
						Discussion Board Post - "Think Like an Economist!"		11/26/2023
			<b>WK 6</b>		Chapter 17: Government Budgets and Fiscal Policy	Chapter 17 Certification		12/3/2023
						Continue work on Macroeconomic Analysis of Recessions in the U.S. Project		12/3/2023
<b>Part 4</b>	Summing it up	Dec. 3 - Dec. 11	<b>WK 7</b>	Macroeconomic Analysis of Recessions in the U.S. Project		Final Presentations posted in Discussion Board		12/7/2023
					Peer Review of Presentations	Posting and insightful comment on two peers		12/7/2023
					<b>Final Exam - 14, 15, &amp; 17</b>	<b>oc.</b>		<b>Will close Dec. 11, at 11:59 p.m.</b>

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