

July 19, 2013

1. College: **Business**
2. Department: **Economics and Finance**
3. Course status: **existing; does not require modification**
4. Course prefix and number: **ECO 231**
5. Course title: **Principles of Macroeconomics**
6. Course catalog description: **Introduction to the behavioral science of economics that focuses on the aggregate behavior of households, firms and the government. Topics covered include gross domestic product, national income, economic growth, unemployment, inflation, the business cycle, fiscal policy and monetary policy, and international trade.**
7. Number of semester credit hours: **3**
8. Estimated total course enrollment per year: **525**
9. Course prerequisites and/or required qualifications for enrolling in the class: **none**
10. Course **is/will be** available online.
11. Foundational Component Area: **Social and Behavioral Sciences**
12. Explain why this course fits into this foundation component area: **This course meets the Coordinating Board's description of social and behavioral science courses by introducing the terminology, methodology, and data used by economists to analyze and interpret the human condition. Also, this course addresses each of the four objectives required of a course in this foundational component area. The study of economics focuses on the decisions that must be made in order to manage scarce resources. This course focuses on the study of these decisions at the national and international level. Students will develop a basic understanding of the economic implications of changes in government fiscal and monetary policy; how interest rates are determined and the role of interest rates in personal and corporate decision-making; and critically apply economic concepts when participating as a citizen in a democratic society. In particular, the students should be able to calculate equilibrium national income levels, calculate and use various multipliers, convert nominal values to real values, and use a graph to explain the impact of changes in fiscal and/or monetary policy on income and price levels. In addition, students should be able to use simple models of international trade to study the flow of goods between countries and discuss the costs of protectionism within the context of such models.**
13. Core Objectives
  - Critical Thinking - Students learn critical thinking by acquiring skills and developing tools for use in: inquiry, analysis, evaluation, and synthesis of information. This course requires students to understand and apply economic theories and methodology to analyze economic problems. Students are taught the underlying assumptions of economic models and how to apply the models in various scenarios. These skills are taught through lecture, assigned readings, and an interactive homework regime. Critical thinking skills are developed through in-class examples. As one example, students are assigned problems testing their ability to predict changes in national production and inflation that result from

- monetary and fiscal interventions. Demonstrated in exams and in required assignments "RA1" through "RA5".
- Communication Skills - Instructors use class time, assigned readings and an interactive homework regime in order to empower students to understand the terminology of economics and how to communicate logical conclusions from economic models. A significant component of the course is not only the development of an economic vocabulary and ability to communicate using economic terminology, but also the ability to communicate using visual representations of various economic models. These include (but are not limited to) the production possibilities frontier, the supply and demand model, the production function, and the aggregate supply and aggregate demand model. Students develop and demonstrate their communication skills by interacting with other students and faculty in class, and by communicating their understanding of the economic concepts (with a focus on the use and interpretation of graphs). Demonstrated in exams and in required assignments "RA2", "RA4" and "RA5".
  - Empirical and Quantitative Skills - Instructors use class time, assigned readings and an interactive homework regime to teach basic empirical and quantitative skills such as the application of graphing and models, the application of marginal analysis, the accounting of national income, inflation adjustments and the application of the growth rate formula toward real gross domestic product. Instructors not only spend time developing these skills, they also focus on how these skills can lead to a better understanding of the real world and in making well-informed and logical decisions. Demonstrated in exams and in required assignments "RA1" through "RA5".
  - Social Responsibility - Basic economic literacy helps students to be better informed participants in important discussions about how resources are allocated in a society. Class lectures, readings and an interactive homework regime focus on several issues with regard to social responsibility including: the link between national production and the standard of living, the relevance of international trade to global production and the tradeoff between an efficient and equal allocation of resources. Students are shown how to apply the appropriate economic model to study the particular economic question at hand, and how to apply these economic concepts to the world around them. Demonstrated in exams and in required assignments "RA1" through "RA5".

Contact person for questions about this submission:

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