

## Economics 215 – Principles of Macroeconomics Syllabus

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Classroom	CBM 113 (sections 2 & 3) El Centro B207 (section L18)	
Class Times	August 26, 2014 – December 4, 2014	
	TR	12:15 pm – 1:30 pm (section 2)
	TR	1:40 pm – 2:55 pm (section 3)
	W	6:10 pm – 8:50 pm (section L18)
Exam Dates	Exam 1	Tuesday, September 30 <sup>th</sup>
	Exam 2	Thursday, October 30 <sup>th</sup>
	Exam 3	Tuesday, November 25 <sup>th</sup>
Instructor	Richard Schwinn	
Contact Info.	r-schwinn@neiu.edu & (773) 442 – 5699	
Notable Dates	November 27 – 30	Thanksgiving Holiday
Office	BBH 207	
Office Hours	TR	3:00 pm – 5:30 pm
Text	Students must have the textbook by September 2 <sup>nd</sup> . The text is Gregory Mankiw's <i>(Brief) Principles of Macroeconomics</i> . You may use the 5 <sup>e</sup> , 6 <sup>e</sup> , or 7 <sup>e</sup> . These editions are virtually identical for our purposes. There are used versions currently available for \$1.00 on amazon.com. For the current edition visit: <a href="http://www.cengagebrain.com/micro/NEIU/ECON215">http://www.cengagebrain.com/micro/NEIU/ECON215</a> Choosing an option that offers 2-day shipping (usually for \$3.99) is highly recommended. Additionally, students are expected to bring an exponent capable calculator to every class.	
Webpage	<a href="http://neiuport.neiu.edu">http://neiuport.neiu.edu</a> (follow the desire2learn link)	

## Policies

<b>Academic Integrity</b>	Students are expected to adhere to university student conduct policies at the risk of penalty. Any behavior that systematically disrupts the learning of other students will not be tolerated.				
<b>Assessment</b>	Assignments 25% A 100-90%	+ Attendance + 10% B 89-80%	+ Exams + 45% C 79-70%	+ Project + 20% D 69-60%	= Grade = 100% F 59-00
<b>Assignments</b>	(Max: 25%) Assignments are an important part of this course. Assignments are due via the NEIU / Desire2Learn website.				
<b>Attendance</b>	(Max: 10%) Attendance and participation will be taken into account. Each student begins with 100 points. If a student is not present when I call their name in class, I deduct 10 points from their participation grade. Each student is allowed up to three class exemptions.				
<b>Extra Credit</b>	Extra credit in the form of “bonus points”, for participation in discussions and solutions to in-class problems and team challenges, will be offered generously throughout every lecture. Bonus points earned via regular participation may increase one’s grade by as much as a full letter grade.				
<b>Exams</b>	(Max: 45%) There will be 3 exams (two midterms and one final) worth 150 points.				
<b>Project</b>	(Max: 20%) Each student will prepare a Powerpoint presentation and paper. The project requirements are described in the attached handout.				

## PROPOSED SCHEDULE

<i>Days<sup>1</sup></i>	<i>Dates</i>	<i>Topics &amp; Events</i>
Tuesday	8/26/2014	Review Syllabus & Study Skills
Thursday	8/28/2014	
Tuesday	9/2/2014	Mankiw 2. Thinking like an Economist
Thursday	9/4/2014	
Tuesday	9/9/2014	Mankiw 3. Interdependence and the Gains from Trade
Thursday	9/11/2014	
Tuesday	9/16/2014	Mankiw 4. Intro to and Market Forces of Supply and Demand
Thursday	9/18/2014	
Tuesday	9/23/2014	Mankiw 5. Measuring a Nation's Income
Thursday	9/25/2014	<b><i>Online Assignments are due Thursday 9-25</i></b>
Tuesday	9/30/2014	<b><i>Exam One 9-30</i></b>
Thursday	10/2/2014	
Tuesday	10/7/2014	Mankiw 6. Measuring the Cost of Living
Thursday	10/9/2014	
Tuesday	10/14/2014	Mankiw 7. Production and Growth
Thursday	10/16/2014	
Tuesday	10/21/2014	Mankiw 8. Saving, Investment, and the Financial System
Thursday	10/23/2014	<b><i>Online Assignments are due Thursday 10-23</i></b>
Tuesday	10/28/2014	<b><i>Exam Two 10-30</i></b>
Thursday	10/30/2014	
Tuesday	11/4/2014	Mankiw 10. Unemployment
Thursday	11/6/2014	
Tuesday	11/11/2014	Mankiw 11. The Monetary System
Thursday	11/13/2014	
Tuesday	11/18/2014	Mankiw 12. Money Growth and Inflation
Thursday	11/20/2014	<b><i>Online Assignments are due Thursday 11-20</i></b>
Tuesday	11/25/2014	Mankiw 15. Aggregate Demand and Aggregate Supply
Thursday	11/27/2014	<b><i>Exam Three 11-25</i></b>
Tuesday	12/2/2014	Presentations
Thursday	12/4/2014	

<sup>1</sup> The El Centro course meets Wednesday nights. All exams will be held the day after the main campus sections.

## COURSE OBJECTIVES

By the end of this course you will learn to:

- Understand what the main economic principles are.
- Understand the importance of thinking in terms of marginal analysis.
- Appreciate the concept of ‘Opportunity Cost’ and ‘Production Possibilities Frontier’.
- Appreciate that gain from trade can accrue to all parties engaged in trade.
- Understand why countries gain from trade – ‘Absolute Advantage’ and ‘Comparative Advantage’ theories.
- Be able to determine the nature of specialization based on comparative advantage.
- Understand the laws of demand and supply.
- Understand the reason for movement along the curves and for shifts of the curves.
- Be able to analyze the change in equilibrium when the non-price determinants of demand and supply change.
- Be able to describe the simple circular flow of income with withdrawals and injections
- Be able to distinguish between GDP, GNP and NNP
- Understand the three methods of measuring National Income
- Understand the problems associated with calculating, interpreting and comparing National Income statistics.
- Be able to calculate the CPI and GDP deflator and understand differences between them
- Understand the meaning and difference between Saving and Investment
- Understand why there is identity between Saving and Investment in a closed economy
- Understand and draw the ‘demand’ and ‘supply’ of loanable funds diagrams
- Be able to discuss the incentives to save and invest
- Be able to identify the distinction between private and government saving, budget deficits and surpluses.
- Understand the weakness of the barter system and the role of money
- Be able to distinguish between the characteristics and functions of money
- Know the different forms of money in today’s world and consider the advantages and disadvantages of each form.
- Understand what is meant by inflation
- Be able to describe the causes and effects of inflation
- Be able to identify the tools to control inflation.
- Understand the distinction between flows of goods and flows of capital
- Demonstrate an understanding of nominal and real exchange rates.
- Understand the reasons for short-term economic fluctuations
- Understand the notions of aggregate demand and aggregate supply and the economic explanations for their respective slopes
- Understand the reasons for shifts in aggregate demand and supply curves and the resulting economic fluctuations.

## PROJECT GUIDELINES

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**TASK** Sometime during the first two weeks of class, you and a partner will select a country to analyze together. You may work alone if you prefer. You will compile statistics on the country you have chosen throughout the semester. These will include, but are not limited to:

- primary imports and exports
- GDP, GDP per capita, historic GDP growth, and GDP growth forecast for 2015
- Price level, historic inflation, inflation forecasts
- Estimates of the country's capital stock
- Status of the economy's financial system
- Unemployment rate, historic rates, and forecasts
- The country's money supply over time
- The interest rate faced by the central government and historical series

You will prepare a 5 minute Powerpoint presentation to be presented during the last week of class. In addition, you will write a 2 – 3 page report compiling the statistics you collected over the semester.

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**AUDIENCE** Your audience is the class. Do your best to explain everything in terms that they will understand.

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**FORMAT** The Powerpoint presentation is expected to include:

- At least one picture appropriate for your country
- All of the statistics listed above. This is conditional on availability of course.
- And any other information you think will help your classmates to know the country better.

The paper should:

- Include page numbering and consistent formatting for all fonts, charts, tables, margins, etc.
- Be a minimum of 2 double spaced pages and no longer than 4 pages

## PAPER EVALUATION CRITERIA

POINTS	(50) CONCEPTUAL	(10) THESIS	(20) DEVELOPMENT & SUPPORT	(10) STRUCTURING	(10) LANGUAGE
100%	50 has cogent analysis, shows command of interpretive and conceptual tasks required by assignment and course materials: ideas original, often insightful, going beyond ideas discussed in lecture and class	10 essay controlled by clear, precise, well-defined thesis: is sophisticated in both statement and insight	20 well-chosen examples; persuasive reasoning used to develop and support thesis consistently: uses quotations and citations effectively; causal connections between ideas are evident	10 appropriate, clear and smooth transitions; arrangement of paragraphs seems particularly apt	10 uses sophisticated sentences effectively; usually chooses words aptly; observes conventions of written English and manuscript format; makes few minor or technical errors
90%	45 shows a good understanding of the texts, ideas and methods of the assignment; goes beyond the obvious; may have one minor factual or conceptual inconsistency	9 clear, specific, argumentative thesis central to the essay; may have left minor terms undefined	18 pursues thesis consistently: develops a main argument with clear major points and appropriate textual evidence and supporting detail; makes an effort to organize paragraphs topically	9 distinct units of thought in paragraphs controlled by specific and detailed topic sentences; clear transitions between developed and logically arranged paragraphs that are internally cohesive	9 some mechanical difficulties or stylistic problems; may make occasional problematic word choices or awkward syntax errors; a few spelling or punctuation errors or cliché; usually presents quotations effectively
75%	37.5 shows an understanding of the basic ideas and information involved in the assignment; may have some factual, interpretive, or conceptual errors	7.5 general thesis or controlling idea; may not define several central terms	15 only partially develops the argument; shallow analysis; some ideas and generalizations undeveloped or unsupported; makes limited use of textual evidence; fails to integrate quotations appropriately	7.5 some awkward transitions; some brief, weakly unified or undeveloped paragraphs; arrangement may not appear entirely natural; contains extraneous information	7.5 more frequent wordiness; several unclear or awkward sentences; imprecise use of words or over-reliance on passive voice; one or two major grammatical errors (subject-verb agreement, comma splice, etc.); effort to present quotations accurately
60%	30 shows inadequate command of course materials or has significant factual and conceptual errors; does not respond directly to the demands of the assignment; confuses some significant ideas	6 thesis vague or not central to argument; central terms not defined	12 frequently only narrates; digresses from one topic to another without developing ideas or terms; makes insufficient or awkward use of textual evidence	6 simplistic, tends to narrate or merely summarize; wanders from one topic to another; illogical arrangement of ideas	6 some major grammatical or proofreading errors (subject-verb agreement; sentence fragments); language marred by clichés, colloquialisms, repeated inexact word choices; inappropriate quotations or citations format
50% and below	25 writer has not understood lectures, readings, discussion, or assignment	5 no discernible thesis	10 little or no development; may list facts or misinformation; uses no quotations or fails to cite sources or plagiarizes	5 no transitions; incoherent paragraphs; suggests poor planning or no serious revision	5 numerous grammatical errors and stylistic problems seriously distract from the argument