

Santiago Canyon College
Arts, Humanities and Social Sciences
Division Office H-111
Fall Semester 2020

SYLLABUS FOR ECONOMICS 102

Principles of Macroeconomics
Sections 86281 and 86284

WELCOME!

Welcome! My contact information is below:

Dr. Alexander G. Taber
Office: SCC H-308
Phone: (714) 628-4847

Email: I use the Canvas Learning Management System for my courses. **Please be sure to initiate any and all email contact with me regarding this course ONLY through the INBOX at Canvas.** This helps me to more easily see and respond to your questions in a timely manner. Please do not email me at taber_alex@sccollege.edu while you are a student in one of my classes during the semester. I will neither read nor reply to emails from current students sent to this address. If you need to contact me in the future, after the class has ended, this email address is appropriate.

I reply to written electronic and phone messages from Sunday evening through Thursday afternoon during the semester and I try to reply within 24 hours during those times. If you email me Thursday evening or later, you might not receive a reply until late Sunday.

If you have sent me a message and I have not responded within the time frames I have just described, please send the message again.

INSTRUCTOR'S OFFICE HOURS

I am available for office hours via ConferZoom. I have scheduled a recurring meeting at the times below. The link is the same for each day and time and you will find the link on my Canvas site in the General Course Information module.

Monday:	12:00pm – 1:15pm
Tuesday:	12:00pm – 1:15pm
Wednesday:	12:00pm – 1:15pm
Thursday:	12:00pm – 1:15pm

And at other times by prior appointment.

I will have a waiting room set up in case students wish to speak with me confidentially. Please be patient if you are in the waiting room and I do not admit you right away - it is because I am meeting confidentially with another student. If multiple students are present and confidentiality is not a concern

for anyone, I may ask if students would like to meet together with me as a group - sometimes students learn best from each other!

WHEN AND WHERE CLASS MEETS

Class meetings for each of the sections I am teaching this semester will occur on the days and at the times below. I have scheduled a recurring meeting for each section. The link is the same for each day and time and you will find the link on my Canvas site in the General Course Information module. Students may only attend meetings for the section in which they are registered.

- MW 10:15am-11:40am (Section 86281)
- TuTh 8:35am-10:00am (Section 86284)

This is a Remote Live (synchronous) class and NOT an online course. Class meetings are in real-time via ConferZoom. This means that class meetings will occur at the times specified above for the section in which you are enrolled.

Recordings of the meetings will NOT be made available. The only exception is when a student has been authorized through DSPS and recordings are required.

Your attendance and active participation during each class meeting is mandatory. **Your enrollment in this course means that you have committed to attending each class ConferZoom meeting. Please plan accordingly. Students with more than 4 absences will be dropped according to the attendance policy stated in the 2020-2021 SCC College Catalog.**

Students do NOT need a ConferZoom account to participate in the live stream class meetings, however, they do need to have the Zoom Web Browser Client or the Zoom app installed on their device.

Before joining your first live stream class on ConferZoom, download the Zoom Web Browser Client to your PC/MAC or the Zoom App to your smartphone or mobile device. (See Required Course Materials below.)

To join a ConferZoom class meeting, use the link that you will find at my Canvas site in the General Course Information module at the time when class begins. This link will not change during the semester, so you can save or bookmark it for convenience.

Lecture notes and study materials for each Chapter learning module will be posted in the Modules section online on Canvas at least one day before we begin covering the material in class.

ECON 102 COURSE MISSION

Based on past enrollments, approximately 2/3 of the students taking this class are planning to transfer to a four-year institution to major in Economics or Business. Those who do will take at least one upper division Economics course. Concepts from Economics also show up in related fields such as Finance and Management. This course will be taught at a level and pace that will prepare you for further upper division coursework in Economics and/or Business.

Whether or not you plan to continue your study of Economics beyond this course, you will learn the language and basic concepts necessary to understand economic issues in the news and as they

apply to your daily life. In addition, you will develop and exercise analytical thinking and problem solving skills that you will find useful in and applicable to a much wider variety of situations.

STUDENT LEARNING OUTCOMES

Upon successful completion of this course, the student will be able to

- Identify and explain the fundamental economic problem of allocating scarce resources and the role of positive economics in explaining choices. (Program Outcome)
- Communicate using basic economic terminology, interpret relevant economic data, and follow and construct fundamental economic arguments. (Program Outcome)
- Analyze and explain economic behavior and formulate predictions at the aggregate economic level. (Course Outcome)
- Explain the processes through which a market system allocates scarce resources at the aggregate level and analyze the efficiency of and the effects of government policies on the resulting allocation. (Course Outcome)

PREREQUISITE

Mathematics 080 or Mathematics 086 or qualifying profile from the math placement process is a prerequisite for this course.

REQUIRED COURSE MATERIALS

The required text is *Macroeconomics*, 13th Edition, Pearson Education, 2019. I will not be using MyLab for this course, so you do not need to purchase the new text from the SCC bookstore that is bundled with MyLab (\$123.75). You can save money by buying or borrowing a used text, or by purchasing an eText from Pearson (\$59.99) or elsewhere.

The SCC Bookstore and other sellers may carry other economics texts that may have similar titles and/or covers. Please verify that you are purchasing the correct text for this course before taking any action that would render the book not returnable. Ask me in class or office hours if in doubt.

You will need access to a computer, tablet or smart phone and a reliable Internet connection in order to attend remote live classes via ConferZoom and to complete the assigned homework and exams in Canvas.

- Investigate the SCC laptop loaner program if you need one for class and qualify for the loaner. Due to a shortage of loaner devices, you may need to add your name to a waitlist.

A functioning audio device (speaker, microphone) and video device (webcam) is required.

Download/install the Zoom Web Browser Client to your PC/MAC and/or the Zoom App to your smartphone or mobile device:

- Navigate to Free Online Tools > ConferZoom at the [Student Online Resources](#) page for information on ConferZoom.

- Click [here](#) to download Zoom to your device.

Some documents for this course are provided as Microsoft Word, Powerpoint, or Excel documents or as Adobe PDF documents. Currently enrolled SCC students have access to Microsoft Office 365 and Adobe Creative Cloud free of charge. You can access and install these products using the links below:

- [Microsoft Office 365](#)
- [Adobe Creative Cloud](#)

[Chrome](#) and [Firefox](#) appear to be the most robust and reliable web browsers when using Canvas. Other browsers may work, but are not recommended. This is especially important when taking exams - **it is your responsibility to have an appropriate browser installed and to understand how to use it well before assignments and exams are due.**

A simple solar or battery powered calculator and plenty of paper and a pen or pencil (for sketching graphs, writing down information provided in questions, and performing numerical calculations) are strongly recommended for completing homework and exams.

Access to a printer is highly recommended to print the PowerPoint lecture notes before our class meetings. (Select layout 6 slide/page in print options to conserve paper and ink.)

As of this writing, some resources above are available for students to use at the SCC library (open Monday through Thursday, 8:00 a.m. - 4:30 p.m.).

- The first floor of the library will be available for students to print, use the computers, and access course reserves, with certain restrictions.
- Students using the library computers will be assigned to one of the twenty available workstations with a 2 hour time limit per session (subject to change).
- Students entering the library to print will work with library staff at the Circulation Desk to complete print jobs. Only library personnel will be allowed to access the printers.
- Course reserve materials will be available for checkout at the Circulation Desk. (A copy of the text is available on reserve at the library.) Students can checkout course reserve materials for up to 2 days with a 24 hr incubation period when course reserve materials are returned (subject to change).

You should always bring relevant course documents including the PowerPoint notes I have posted at Canvas, pen/pencil and paper for additional notes, and a calculator to class.

CANVAS COURSE WEB SITE

I am using [Canvas](#) this semester.

Follow the link above or access Canvas from the top of the home page of the SCC web site. You will need your Web Advisor ID and password to log in.

- Classroom and study materials are available at this site.
- Classroom materials (especially PowerPoint lecture notes) should be downloaded and printed prior to coming to class so that you can follow along and add your own written notes during lectures.
- Access links to our ConferZoom class meetings and my office hours are available (in the General Course Information module) at this site.

Students will be enrolled at the Canvas site and able to log in once they are registered (allow some time for processing if you have just added).

GRADING

There are 150 total possible points in the course. There will be three 40-point multiple choice exams (E1, E2, and E3) plus a per-chapter homework component (HW). Each exam is 26.67% of the course grade (40 points out of 150) and the homework component is 20% of the grade (30 points out of 150). **The last exam must be taken on the last day of class. No early or late exams will be given.** The total of all of the homework problems (several hundred over the course of the semester) will be worth the equivalent of 30 exam points. The formula I will use to compute your overall course percentage is:

$$(E1 + E2 + E3 + HW)/150$$

The cutoffs used to determine final course grades are:

A	90% or 135/150
B	80% or 120/150
C	70% or 105/150
D	60% or 90/150

The homework (HW) will factor in as follows: At the end of the semester, I will calculate your overall percentage score (total questions correct/total possible questions) on the homework questions and scale this down proportionately to a number of points between 0 and 30. The number of questions, and therefore the weight that each chapter's assignment will receive, will vary. A good rule of thumb is to try to stay at or above 90% on each homework assignment and to not miss any due dates. **Late homework will not receive credit.**

Example: a student scores 32/40, 33/40, and 35/40 on the three exams and averages 86.67% on the homework questions. The homework average gets scaled out of 30 points: $.8667 \times 30 = 26$ points.

Using the grading formula above, the student's overall percentage is

$$(32 + 33 + 35 + 26)/150 = 126/150 = .84 \text{ or } 84\%$$

The final course percentage is 84% which would be a B letter grade.

EXTRA CREDIT

There are no additional sources of points beyond those detailed in this syllabus.

CLASS ACTIVITIES AND PARTICIPATION

While the primary format is lecture, this is not a purely passive, lecture-based class. In-class activities will consist of review/discussion of assigned readings. Participation in these activities is expected and I will call upon students to participate and answer questions.

It is a requirement that students read each chapter and be prepared to discuss and answer questions on the content prior to the date scheduled for that chapter. I will use the lecture notes (at my Canvas site within each chapter module) as the basis for this review. Students should use these documents for note-taking both while reading the chapter before class and during the in-class review.

The review and discussions will proceed at a level and pace consistent with students having studied and taken notes on the material beforehand.

Class time spent on review and discussion is not a substitute for study outside of class: focused questions and comments are always encouraged, but I will not use class time for students who have obviously not prepared for class.

At the end of the semester, in the event a student is below but very close to the cutoff for the next higher letter grade, I will round up for students who have consistently prepared for class and participated. Students who have not consistently prepared and participated will not receive the same consideration.

EXAMS - PLEASE READ CAREFULLY

Exams will be taken on the scheduled exam dates specified in Canvas on the Calendar page. You will not be attending class via ConferZoom on those three days; instead, you will log in to Canvas and take your exam.

Exams will be made available at the exact time that class starts and they will end at the exact time that class ends. Please start the exam right when class starts. If you start the exam late, you will not get extra time and you will be cut off when the class ends.

- **I do not give early or late exams.**
- **I do not give make-up exams.**
- **I do not allow students to retake exams.**
- **I do not drop any exam scores.**
- **If you miss an exam, you will receive a score of zero.**

Attendance is mandatory for each day that this class meets, including exam dates. **Your enrollment in this course means that you have committed to ensuring that you have reliable internet access at the time the exam is given and attending each class meeting. Please plan**

accordingly. Any modification to this policy is at the discretion of the instructor and only in the event of serious illness or emergency.

If you have a known full or partial conflict with the days and times your class meets or if you know in advance that you will not or might not be able to commit to attending each and every class meeting (especially exam days), please drop this class within the first two weeks of the semester while you can still get a refund and avoid a W on your transcript.

During the exam, you may consult resources I have made available to you at my Canvas course site, your own notes from class, and the textbook for this course, but you are not allowed to consult any other sources or resources (including the Internet) or people to help you answer any questions. **Your academic honesty is fully expected and required.** See the section on Academic Honesty later in this syllabus.

Exams will each consist of 40 points worth of questions and you will have one hour and 25 minutes to work on them. Exams are not directly cumulative, although the material does build on previous concepts.

These exams will be challenging. Exams will primarily stress applying analytical and problem-solving skills as opposed to recognition and definitions. Many of the problems will require logical reasoning. You will work with graphs and use some basic algebra on the exams. You should have access to a calculator and plenty of paper and a pen or pencil (for sketching graphs, writing down information provided in questions, and performing numerical calculations) to use during exams.

- Only one exam question will appear on your screen at a time.
- You will select the response that best answers each question on the exam, and there is only one right answer for each question.
- **You are only allowed to submit your exam once.** Please only click the "Submit" button when you are finished with the exam.

Important: Unfortunately, in Canvas, the "Next" button, which advances to the next question, is located above the "Submit" button. **Please be very careful when you advance to the next question to make sure that you do not accidentally click the "Submit" button** - if you do, your entire exam will be submitted and you will not be able to answer any remaining questions.

If a figure/table is replaced by a "?" in a question (that refers to a figure/table) in an exam question, then:

- Exit the exam and Canvas,
- Clear the cache in your browser, then
- Re-login into the Canvas course and re-open the exam.

The three steps above can fix the "?" problem. If you don't know how to clear the cache in your browser then search for instructions online for your particular browser (before exam day!). Keep the instructions handy and ready to use should the need arise while you are taking an exam.

The "?" problem also can be avoided by switching browsers. It only happens to me with Safari, and I have been able to avoid the problem by using Chrome as my browser.

Why do instructors give exams? One obvious reason is to objectively measure and assess competency and mastery of the material and to provide feedback to the student and others regarding the student's level of competency or mastery. There is another equally important, but maybe less obvious reason: the actual learning in a course occurs during the hours and weeks that students put in to prepare for the snapshot in time that will be their "performance" on the exam.

Think about a musician who is scheduled to perform during half-time at the upcoming Super Bowl: they have a very strong incentive to practice to get their voice, facility on their instrument, and/or dance moves perfected to the point where they can execute these skills consistently, effortlessly, and perfectly on command, every time, starting months before the date of the game.

Similarly, one of the reasons why exams are designed to be challenging and are time constrained is that I want to provide a very strong incentive for students to be in peak form when they take each exam. Students who have followed all of my recommendations and have studied during the weeks leading up to an exam should find that they can complete the exam comfortably and at a high level of accuracy during the allotted time. By the same token, students who miss class, do not read the text before class, cut corners during their preparation phase, rely on memorization as opposed to deep understanding, postpone studying until the day or two before the exam, and expect to take time to ponder each question and "figure it out on the spot" during the exam should find it difficult, if not impossible, to finish during the allotted time and to perform well.

When I have taught face-to-face, I have given 50-question exams to be completed in the classroom in one hour and 20 minutes. This has allowed serious students to successfully complete exams (many finish early). Because taking exams in Canvas presents some additional challenges (for example, you may have to take information you see on screen and write it on a piece of paper to perform a numerical calculation), you will have 10 fewer questions and 5 extra minutes.

To prepare for exams, I strongly suggest that you:

- Consistently pre-read the chapters and take notes and prepare questions on anything you do not understand before class meets
- Actively participate in all class discussions and exercises and take additional notes during class
- Thoroughly study and make sure you understand all of the sample questions and answers at my Canvas site
- Consult the bulleted learning objectives for each chapter (at my Canvas site) and make sure you have achieved every objective, and
- Thoroughly and carefully work all of the homework questions referring to your text and notes as you do so.

REVIEWING EXAMS

Please visit me during my office hours if you would like to go over any exam that you have taken after your exam has been graded, and grades have been released to the whole class.

HOMEWORK

Homework accounts for 20% of your course grade. There is required homework for each chapter learning module to be completed in Canvas.

Homework is mandatory and completing it on time is a reflection of your active participation in this course; please do not skip the homework.

Doing the homework helps your course grade **directly** because the homework accounts for 20% of the overall course grade.

Thoughtfully doing the homework helps your course grade **indirectly** because it deepens your understanding of the material and helps to prepare you for taking the exams.

According to the Absence/Drop policy for this course (see below), a student with 4 missed homework assignments is not actively participating in the course and is subject to being dropped.

I am using the same interface (Canvas Quiz) that I use for exams to make and deploy homework assignments. However, the experience for homework will be different from the experience for exams.

- The chapter homework on Canvas will not be timed, and you will be given two attempts up to the due date and time of the assignment.
- The highest score from the two attempts will be counted for your grade on any given assignment.
- When you are doing homework, you will be able to scroll backwards and forwards and see multiple homework questions-at-a-time on your screen (not so with exams!).
- You may ask me for help if you are struggling with a homework problem.
- You may collaborate with your classmates on the homework.
- **No late homework will be accepted.**

You may consult resources I have made available to you at my Canvas course site, your own notes from class, and the textbook for this course. You have what you need to succeed in these resources. Use them!

See instructions on how to avoid/handle the problem of a “?” replacing figures/tables in homework questions under Exams section above.

Many of the exam questions will be similar in *style* to (not the same as) the homework problems. This should give you a strong incentive to master them.

ATTENDANCE POLICY AND DROPPING THE COURSE

Attendance during the full class period is mandatory, not optional. Your enrollment in this course means that you have committed to attending each class ConferZoom meeting. Please plan accordingly.

Attendance will be recorded during class meetings. To be counted as present, you must arrive to class on time and actively participate until class ends. I generally take attendance at the start of class but I may take attendance or revise the attendance record at the end of class. You will be counted as absent for the day if you are not present when called on during class, or if you come late/leave class

early. **Remember that, according to the College Absence/Drop policy, after 4 absences, you will be dropped.**

Your active participation helps you to learn the required course material for the graded exams and homework.

After the 12th week of class, absence demerits may be assessed at 1 percentage point/day for each absence that occurs.

It is your responsibility to officially withdraw from the course should you decide to do so.

The official College absence/drop policy can be found in the 2020-2021 SCC Catalog.

APPROPRIATE ZOOMING BEHAVIOR

Important guidelines to follow for our ConferZoom class meetings:

Please come to class dressed in clothing that is appropriate for a public meeting. This goes for anyone who may appear in your background in the video feed, too.

If you choose to use a virtual background for your video appearance, please be sure it also is appropriate (Rated “G”) for general audiences. People (like me!) may have young children at home in the same room during the time that class meets.

Please treat one another and me with respect and dignity during our “virtual” class meetings. We are all learning how to do something new during a very challenging time.

You should participate by asking questions, giving answers to my questions, and contributing to class discussions. Please allow other students the opportunity to participate in the classroom discussion as well.

I will mute everyone when we first start class; those on PC/Mac can hit and hold spacebar to temporarily unmute themselves and speak. Mobile device users can click on the microphone to toggle between mute/unmute. I want to hear your comments and questions, but we don’t want to listen to people eating during class, feedback noise, or side conversations between classmates and people outside of the class, etc.

I prefer that you keep your video on to improve the classroom experience, especially when you speak during class.

You can ask questions in the chat, but if I miss seeing it in the moment, please speak up! If you see that someone else’s chat question hasn’t been addressed, please point it out to me. Sometimes other people’s microphones aren’t working. Help each other out (and me, too!).

STUDENT CONDUCT

All students are responsible for maintaining appropriate conduct while enrolled in classes through the Rancho Santiago Community College District (RSCCD). Guidelines for student conduct are set forth in the RSCCD “Standards of Student Conduct” policy. Detailed information regarding student discipline and rights within this policy is available in the college catalog and student handbook.

Students who violate the Standards of Conduct are subject to disciplinary action which includes, but is not limited to, removal from class, suspension and expulsion. It is understood that, by choosing to enroll or remain enrolled in this course, you agree to abide by these rules of conduct.

As stated above, attendance during the full class period is mandatory, not optional. Please join ConferZoom class meetings on time and actively participate in class.

As a general rule, I expect you to be courteous and respectful to your fellow students and to me in all your email correspondence and classroom discussions.

I encourage you to ask questions and contribute to discussions, but please raise your hand first and please allow other students the opportunity to do so also.

The potential exists for controversial ideas to arise in this course. It is expected that all interactions involving students and/or faculty are respectful and academic. Critically evaluating and debating alternate viewpoints is healthy, but arguments must be backed by evidence and reason. Under no circumstances will derogatory remarks or personal attacks or threats, verbal or physical, explicit or implied, be tolerated.

The economic models and theories I will be presenting in this course and that you will encounter in the text are the result of scientific method: hypotheses that have been tested against and found to be consistent with currently available empirical data. This is an introductory class and assessments in this class will be based on objectively measuring students' understanding of the assumptions, workings, and implications of these economic models and not on whether a student agrees with or disagrees with these economic models and their conclusions. In the event that a student is in disagreement, please appreciate that a prerequisite to effectively debate an argument is to understand its logic and the assumptions upon which it is predicated.

CLASS CONDUCT AND ACADEMIC HONESTY

Academic honesty is a serious issue and cheating on exams or assignments will not be tolerated. Please refer to the SCC policy on academic honesty in the 2020-202 SCC Catalog.

Cheating on an exam or assignment is claiming credit for work that a student did not do. It is a form of theft and it is not harmless, victimless, or without consequence. THE most fundamental concept in economics is that of scarcity and opportunity cost. Many of my students plan to transfer, and university admission opportunities and scholarship and financial aid opportunities are limited. When a student cheats and is rewarded for that, someone else who is deserving is denied that reward. How would a student feel if, in a professional setting, they spent their own time, energy, and resources to develop a great idea/proposal/plan/product and someone else who had not incurred those costs falsely claimed the credit or received the promotion or reward instead?

The following is a partial (not exhaustive) list of what I consider unacceptable regarding exams and assignments. Some of these are stated as applicable to face-to-face classes, but they extend as applicable to remote live classes.

- Submitting any work that is not the student's own.
- Any communication (verbal, written, gesture, electronic, or otherwise) whatsoever with another student for *any* reason. If you need anything during an exam, please speak to me.

- Use of any items other than a pencil, eraser, note card, scratch paper, and calculator. This includes but is not limited to phones, cameras, watches, smart pens, eyewear, and other electronic communication and/or recording devices – they must be put away and cannot be out during exams. They are also prohibited later when a student is reviewing their exam after the exam has been taken.
- Exiting the classroom with the question sheet or any handwritten or electronic representation of the exam questions.
- Using websites such as Chegg and others to obtain answers to questions.
- Photographing, scanning, transcribing, creating, publishing, uploading, distributing, or sharing images of any exam or its contents.
- Communication outside of class with students in other sections about exam questions.
- Impersonating another student or having anyone else do work on behalf of a student.
- Clothing, accessories, or headgear that cover the student's eyes, work, or exam materials. This includes hats and items placed on or near desks.
- Failure to comply with the exam proctor's instructions. This includes stopping when the exam ends.
- Sharing or passing back and forth any materials (calculators, pencils, note cards, etc.) during an exam.
- Altering exam or assignment answers after the exam or assignment has been graded. I scan all graded Scantron forms before returning them to students.

Any of the above will result in an automatic score of 0 on an exam or assignment and, in addition, the maximum possible further College and District level disciplinary action will be taken. The above list is not exhaustive.

It is understood that, by choosing to enroll or remain enrolled in this course, you agree to abide by these rules of conduct and the consequences if they are violated.

HOW TO DO WELL IN THIS CLASS

Getting a good grade in this class will be challenging, but if you follow my recommendations on how to study for this course, it is a very attainable goal. The only way to earn a passing grade is to demonstrate that you have attained the student learning outcomes listed earlier in this syllabus and the learning objectives for each chapter at my Canvas site.

Plan on spending at least 9 hours per week in attending class, reading, learning the material and completing the assessments for this course. The course is designed so that the typical student with proper preparation who wants to pass the course will need to put in approximately two hours of his/her own time outside of class for every hour spent in class, which translates into approximately 6 hours outside of class per week. Note that this is a guideline for the typical student earning an

average grade. There will be exceptions, but most students wanting to pass the class should plan on spending approximately 6 hours per week outside of class. Students striving for an A or B may need to spend more time outside of class. Students with weaknesses in basic math and/or reading skills may need to put in more time per week.

Additionally,

- Read the assigned chapters in the textbook before class meets to discuss that material. Relevant pages/sections covered are indicated on the first slide of each PowerPoint lecture and are indicated in the reading list at the end of my course syllabus.
- Print the chapter Powerpoint lecture notes from Canvas and add to them during class. Before you hit print, be sure to change the layout to 6 slides per page to save on ink and paper.
- The following NPR article/news clip supports taking handwritten notes to improve learning: [Attention Students - Put Your Laptops Away](#)
- Attend and participate in class by asking questions and answering mine.
- Do the assigned homework, on time!
- Do not hesitate to send me a question via e-mail (via the Canvas INBOX) if you need extra support. If you ask a question that is answered in the syllabus, please do not be offended if my answer tells you to refer to a specific page on the syllabus.
- Please see me during my office hours as needed. Do not hesitate to drop by if you have questions that were not answered to your satisfaction in class. My only request is that you come prepared with specific, focused questions for us to work on together.
- Seek support from an economics tutor, but do not hire a tutor to do your work. NetTutor online tutoring can be accessed through the web link in my Canvas course.
- Take advantage of any available [Student Online Resources](#).
- Most important: do not let yourself get behind. The concepts in this course build on one another. You cannot cram for an Econ exam!

If you are planning to transfer to a UC, California State, private, or other college or university, keep in mind that your competition is not necessarily limited to your fellow SCC students or to the “average” U.S. college student. It is the top students at SCC and other institutions who are either already at these universities or are also planning to transfer. Your goal is to be competitive with this group of students.

Remember that I am rooting for you to succeed in this class, and that I am available to help you do so. Please do not hesitate to speak to me if you have any questions about the course material, if you are unsure of how to study for this course, if you have any special circumstances or needs of which I should be aware, if you could benefit from any of the numerous student services and resources offered at SCC, or if you need any additional advice. The sooner you do this, the more I can be of help!

EMAIL AND PHONE CORRESPONDENCE

By law (FERPA), I am not able to discuss a student's grades, standing in the course, schedule, or any personal information by email or phone. I cannot advise students on whether or not they should drop the course by email or phone. I am available and happy to discuss any of the above topics in person via ConferZoom.

I do not answer questions about how to solve homework or sample multiple choice problems by email. Such questions must be asked in person via ConferZoom during office hours.

SCC STUDENT SUPPORT SERVICES

SCC offers numerous [student services](#) to support your success in this class and your other classes. If you are comfortable doing so, please speak to me or any member of the faculty, staff, or administration for more information and/or to be put in touch with available resources.

TITLE IX STATEMENT

Santiago Canyon College (SCC) affirms its commitment to the promotion of fairness and equity in all aspects of the educational enterprise. Harassment and discrimination—including sex/gender discrimination, sexual harassment, sexual misconduct, gender-based violence, retaliation, and stalking—not only disrupts this commitment, but may also violate College policy and federal, state, and/or local law. We are committed to addressing reported incidents through policy and procedures, and, if desired by the individual who has experienced or is experiencing such behavior, through assistance in pursuing the criminal investigation and prosecution of alleged offenders.

Should you or someone you know experience behavior that is coercive, discriminatory, harassing, and/or sexually violent in nature, or if you or someone you know has questions about their rights and options regarding such behavior, you are encouraged to contact either of the following individuals:

Jean Pryor Estevez Title IX (9) Coordinator Santa Ana College	Jennifer De La Rosa Deputy Title IX (9) Coordinator Santa Ana College	Dr. Loretta Jordan Deputy Title IX (9) Coordinator Santiago Canyon College
2323 N. Broadway Santa Ana, CA 92706-1640 Email: Estevez_jean@rscsd.edu Phone: 714-480-7404 www.rscsd.edu/titleix	2900 W. Edinger Ave. Santa Ana, CA 92704 Email: De_La_Rosa_Jennifer@sac.edu Phone: 714-564-6212	8045 E. Chapman Ave. Orange, CA 92869 Email: Jordan_loretta@sccollege.edu Phone: 714-628-4933

Incidents may similarly be reported directly to law enforcement, either separately or in conjunction with any report made to the College's Title IX Coordinator.

Unless specifically identified otherwise by policy, all faculty, staff, and administrators are considered mandated reporters and are required to notify the College's Title IX Coordinator of any incident of discrimination and harassment disclosed to them involving a member of the campus community. This includes any and all reports of sexual harassment, domestic violence, dating violence, sexual violence, sexual misconduct, gender-based violence, retaliation, and/or stalking. Mandated reporting helps to ensure that individuals who are experiencing or have experienced discrimination or harassment are connected to the full range of resources and options afforded to them.

If you are in need of support or advocacy and wish to discuss such matters confidentially, you are invited to consult any of the resources listed below. Unlike other College employees, the options below are confidential and are exempted from mandatory reporting obligations to the Title IX Coordinator. These resources are free and include both internal and external options.

Student Health Center

The Student Health Center offers free and confidential short-term and crisis counseling by licensed mental health providers to students by appointment.

Santa Ana College

Website: <https://sac.edu/StudentServices/HealthCenter/Pages/default.aspx> Telephone: 714-564-6216

Santiago Canyon College

Website: <https://www.sccollege.edu/StudentServices/SHWS/Pages/default.aspx> Telephone: 714-328-4773

Employee Assistance Program (EAP)

EAP is a free confidential service that can help employees with any personal concerns including relationship concerns and issues related to sex offenses. Guidance Resource Program is available 24 hours a day seven days a week to assist employees.

Telephone: 1-866-799-2728

Website: www.healthadvocate.com/rscdd

Waymakers

Waymakers is an Orange County, Calif. community resource that provides certified sexual assault counselors twenty-four hours a day, seven days a week via a rape crisis hotline, and to police departments and hospitals, and through two rape crisis centers.

Telephone: 949-831-9110

Website: <https://waymakersoc.org/>

Human Options

Human Options provides assistance to victims of domestic and dating violence and their families.

Hotline/Telephone (24/7): 1-877-854-3594.

Website: <https://humanoptions.org>

ACCOMMODATIONS FOR DISABILITIES

Students with disabilities who want to request academic accommodations are responsible for informing their instructors and Disabled Students Programs and Services (DSPS) as early in the semester as possible, or at least two weeks before the accommodation is needed. To have accommodations authorized, students must provide DSPS with verification of disability and meet with a DSPS professional for an evaluation of needs. Students may schedule a DSPS appointment by coming to the DSPS office in E-105, by phoning us at (714) 628-4860 or by emailing us at DSPS@sccollege.edu.

LIST OF TOPICS AND TEXT READINGS

We will proceed through the following chapters and chapter sections in the text in the order listed. An R indicates material you are to read and study on your own – this material will not be covered in class or will be covered very briefly, however, you are still responsible for this material. An X indicates that you are to skip this section and that you are not responsible for this material.

Ch. 1 What is Economics?

- R Definition of Economics
- R Two Big Economic Questions
- The Economic Way of Thinking
- Economics as Social Science and Policy Tool
- Economists in the Economy
- R Appendix: Graphing Data
- R Appendix: Graphs Used in Economic Models
- R Appendix: The Slope of a Relationship
- Appendix: Graphing Relationships Among More Than Two Variables
- X Mathematical Note

Ch. 2 The Economic Problem

- R Production Possibilities and Opportunity Cost
- R Production Possibilities Frontier
- R Using Resources Efficiently
- R Gains From Trade
- R Economic Growth
- R Economic Coordination

Ch. 3 Demand and Supply

- Markets and Prices
- Demand
- Supply
- Market Equilibrium
- Predicting Changes in Price and Quantity
- X Mathematical Note

Ch. 4 Monitoring the Value of Production: GDP

- Gross Domestic Product
- Measuring U.S. GDP
- R The Uses and Limitations of Real GDP
- R Appendix: Graphs in Macroeconomics
- X Mathematical Note

Ch. 5 Monitoring Jobs and Inflation

- Employment and Unemployment
- Unemployment and Full Employment
- The Price Level, Inflation, and Deflation

Ch. 6 Economic Growth

- R The Basics of Economic Growth
- R Long Term Growth Trends
- How Potential GDP Grows
- Why Labor Productivity Grows
- Is Economic Growth Sustainable? Theories, Evidence, and Policies

Ch. 7 Finance, Saving, and Investment

- R Financial Institutions and Financial Markets
- Financial Decisions and Risks
- The Loanable Funds Market

Ch. 8 Money, the Price Level, and Inflation

- R What is Money?
- R Depository Institutions
- The Federal Reserve System
- How Banks Create Money
- The Money Market
- The Quantity Theory of Money
- Mathematical Note (Read this Mathematical Note on the Money Multiplier)

Ch. 9 The Exchange Rate and the Balance of Payments

- R The Foreign Exchange Market
- Arbitrage, Speculation, and Market Fundamentals
- Exchange Rate Policy
- Financing International Trade

Ch. 10 Aggregate Supply and Aggregate Demand

- Aggregate Supply
- Aggregate Demand
- Explaining Macroeconomic Trends and Fluctuations
- Macroeconomic Schools of Thought

Ch. 11 Expenditure Multipliers

- Fixed Prices and Expenditure Plans
- Real GDP with a Fixed Price Level
- The Multiplier
- The Multiplier and the Price Level
- Mathematical Note

Ch. 12 The Business Cycle, Inflation, and Deflation

- R The Business Cycle
- Inflation Cycles
- Deflation
- The Phillips Curve

Ch. 13 Fiscal Policy

- R The Federal Budget
- Supply Side Effects of Fiscal Policy
- Generational Effects of Fiscal Policy
- Fiscal Stimulus

Ch. 14 Monetary Policy

- R Monetary Policy Objectives and Framework
- The Conduct of Monetary Policy
- Monetary Policy Transmission
- Financial Crisis: Cure and Prevention