BUS 260—PRINCIPLES OF MACROECONOMICS

Fall 2011
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Office: Tupper Hall Room 105
Office hours: MW: 10:00 a.m. to 1:00 p.m., Tuesday: 10:00 a.m. to 2:00 p.m.
and by Appointment.

REQUIRED TEXTBOOK:
*Macroeconomics*, McConnell and Brue, 17th Edition

Library Requirement: Recommended Reading: Journal of Political Economy,
Economist Journal, and Business Week Journal

Business Management Program Mission and Standards

The mission of the Business Management Degree program reflects the mission of Shaw University
and the mission, goals and objectives of the academic programs of Departments of Business and
Public Administration. The primary purpose of the Business Management Programs is:

1. To educate students in a broad range of knowledge and skills as a basis for careers in
business.

2. To prepare students to enter and sustain careers in the business world and to
contribute positively in the larger society.

3. To prepare students to achieve knowledge and skills for successful performance in a
complex environment requiring intellectual ability to organize, work, make and
communicate sound decisions, and react successfully to unanticipated events.

4. To prepare students to develop learning abilities suitable to continue higher-level
intellectual development.

Program Learning Outcomes (PLO)

Business management majors upon graduation will be able to:

1. Demonstrate knowledge of ethical and legal responsibilities in organizations and society.
2. Demonstrate knowledge of financial theories, analysis, reporting, and markets.
3. Demonstrate knowledge of creation of value through the integrated production and
distribution of goods, services, and information.
4. Demonstrate knowledge of group and individual dynamics and human resources in organizations.
5. Demonstrate knowledge of statistical data analysis and management science as they support decision-making processes throughout an organization.
6. Demonstrate knowledge of information technologies as they influence the structure and processes of organizations and economies, and as they influence the roles and techniques of management.
7. Demonstrate knowledge of domestic and global economic environments of organizations.

COURSE DESCRIPTION:
An examination of the determinants of national income, employment, unemployment, real output, and prices. Problems of achieving growth in the midst of inflation are also discussed.

COURSE OUTLINE
Part One: Introduction

3 & 4     2 - 3  Price, Quantity, and Efficiency demand, the U. S. economy, characteristic of the market system, law of demand and supply production possibilities model and Private/Public sectors.

5 & 6     4 -5  The U. S. in the Global Economy, Measuring Domestic Output and National Income, and International organizations.

7 & 8     6 – 9  Introduction to Economic Growth and Instability. Basic Macroeconomic Relationships and business cycle theory.

9, 10 and 11. 10 – 12  The Aggregate Expenditure Model and Aggregate Demand and Supply Model.

____  Student Learning Outcome
Upon completion of this course students will:

1. Demonstrate ability to discuss the market system, the law of demand and supply, production possibilities model, and private/public sectors. (PLO 5e)

2. Learn and master the concept of U.S. and global economy, how to measure domestic output and national income, and international organizations. (PLO 5f)

3. Demonstrate the ability to discuss economic growth, macroeconomic relationship, and business cycle theory. (PLO 5g)

4. Demonstrate the ability to understand the concept of production possibilities model. (PLO 5h)

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<tr>
<th>Assessment of Student Learning Outcomes</th>
<th>Linkage to Program Learning Outcomes</th>
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<tbody>
<tr>
<td>Exam Questions</td>
<td>5, 7</td>
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<td>Final Exam questions, Reflection research project.</td>
<td>5, 7</td>
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Research Project:

**TOPIC: The Role of Education in Economic Development. Why is Education important in the growth of economy of any nation?**

Each student will be required to write a paper on the above topic. The paper will be typewritten in APA format, in double-space with appropriate citations and bibliography. It will reflect your ability to think logically on this topic, in using proper grammar and punctuations. Your grade will be based on the assessment rubric below.

| Project Assignment Scoring Rubric |
|-----------------------------------|---------------------------------|
| Assignment Title:                |                                 |
| Week:                             |                                 |
| Points:                           |                                 |
| **Grading Categories**            | % of Total | % Earned | Comments |
| Length                            | 5%                   |          |          |
### Shaw University
Student Participation Rubric.

<p>| Interaction/participation in classroom learning activities | Demonstrates critical thinking skills, evidence that student read assigned material, asks focused and appropriate questions, always interacts, responds regularly to questions; freely volunteers opinions, initiates appropriate | Demonstrates beginning critical thinking skills, some evidence that student read assigned material, often interacts in class; responds often to questions, often volunteers opinions, contributions less developed and focused | Occasionally, demonstrates critical thinking skills, occasionally interacts and responds to questions when prompted, contributions not as clearly focused, contributions lack focus, rambling, or tangential, questions | Rarely demonstrates critical thinking skills, rarely participates or volunteers point-of-view, provides minimal answers when called upon, does show interest in class and discussion, some evidence that material was read | Does not participate or respond to questions; almost never volunteers to contribute or provide information, little or no evidence that read assigned material or completed assignments, may be disruptive to |</p>
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<tr>
<th>Engagement in the electronic/ email learning forum</th>
<th>Contributions</th>
<th>Professional attitude and demeanor</th>
<th>Punctuality</th>
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<td>Demonstrates competency in using electronic/email, including Blackboard learning forum assignment. Completes all tasks for every assignment within allotted time, provides complete written comments related to assignments or tasks, follows directions accurately of assignment or task</td>
<td>Follows directions with minimal difficulty, most of time no difficulty accessing and using electronic learning forum</td>
<td>Rarely disruptive and disrespectful on rare occasions, alert in the classroom on most occasions, enthusiastic most of the time, no cell phones or electronic devices</td>
<td>0-2 times tardy</td>
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<td>Misses no more than two assignments, minimal difficulty accessing and using electronic learning forums</td>
<td>Minimally disruptive and disrespectful, sometimes lethargic in the classroom</td>
<td>Disruptive and disrespectful, rarely enthusiastic</td>
<td>3-4 times tardy</td>
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<tr>
<td>Misses more than two assignments. Some difficulty accessing and using electronic learning forums</td>
<td>Not respectful and courteous, alert or enthusiastic in the classroom</td>
<td>Not respectful and courteous, alert or enthusiastic in the classroom</td>
<td>5-6 times tardy</td>
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<td>Never logs onto Blackboard or check email, assignments not completed, no demonstrated competency in using electronic learning forum</td>
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<td>7-8 times tardy</td>
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**LIBRARY COMPONENT:**

Library requirement is mandatory. Students are expected to read outside of their text book. The following magazines, articles, periodicals and journals are strongly recommended: Review of Black Political Economy, Economist, Harvard School of Business Journal, the Wall Street Journal and the Business Week. Shaw University library is equipped with many learning resources that will help students develop reading, writing, communication skills and critical thinking.

ETHICS COMPONENT:
Ethics is increasingly emphasized as a major issue today not only in the classroom, but in competitive business world. Ethical values must be emphasized in research topics. Ethical behavior is conducive to learning.

PLAGIARISM: Using other people’s work that does not belong to you is cheating. Committing plagiarism constitutes a serious academic offense. A student is not expected to cheat in research project or in classroom tests. A student that Plagiarizes can be expelled or suspended from the University automatically.

COURSE REQUIREMENT
1. Attend all classes.
2. Do all project assignment
3. Submit homework assignment on time
4. All students must complete faculty/course evaluation online toward the end of semester
5. All students are expected to utilize library resources in completing their assigned project.

STUDENT CLASSROOM DECORUM EXPECTATIONS:

To enhance the learning atmosphere of the classroom, students are expected to dress and behave in a fashion conducive to learning in the classroom. Moor specifically, students will refrain from disruptive classroom behavior i.e. talking to classmate, disrespectful Responses to teacher instructions; swearing; wearing clothes that impede academic learning such as but not limited to, wearing body-revealing clothing and excessively baggy pants; hats/caps, and/or headdress. Students will turn off telephones prior to entering the classroom. Students who exhibit the behaviors describe above, or similar behavior will be immediately dismissed from class at the third documented offense. The student will be readmitted to class only following a decision by the Department chair. The student may appeal the decision of the department chair to the Dean of the College offering the course, and, subsequently, to the Office of the
Vice President for Academic Affairs, and then to the President of Shaw University. The decision of the President will be final. Procedures herein outlined will result in termination of the appeal, and revert to the decision of the department chair. Each behavior construed by the teacher/professor as non contributive to learning will be recorded, properly documented and appropriately reported to the student and to the Chair of the academic department offering the course. The report will be in written form with a copy provided to both the student and the department chair. The faculty member should retain a copy for his/her own records.

CLASS ATTENDANCE
The University attendance policy published in the Undergraduate Catalogue will be strictly enforced. Students who are unable to attend class should call the professor in advance. Students who missed class has the responsibility to obtain class notes and assignments from fellow classmate. Student who is absent more than 3 times will Receive a grade of F.

GRADING:

Three tests weighted at 25% each, research project weighted at 20%, attendance and participation 5%. Total score is 100%.

Grading Scale: 90 – 100: A; 80 – 89: B; 70 – 79: C; 60 – 69: D; Below 60: F.