



CREDIT COURSE OUTLINE

I. COVER PAGE

(1) ECON 1A	(2) INTRODUCTION TO MACROECONOMICS	(3) 3
Number	Title	Units

(4) Lecture / Lab Hours:	(8)Classification:	
Course Hours		
Weekly Lec hours: 3.00	Degree applicable:	X
Weekly Lab hours: 0	Non-degree applicable:	
Total Contact hours: 54.00	Basic skills:	
Lec will generate <u>0</u> hour(s) outside work.	(9)RC Fulfills AS/AA degree requirement: (area)	
Lab will generate <u>0</u> hour(s) outside work.	General education category:	
(5) Grading Basis: Grading Scale Only	Major:	
Pass/No Pass option X	Certificate of:	
Pass/No Pass only	Certificate in:	
(6) Advisories:	(10)CSU Baccalaureate:	X
Eligibility for Math 101	(11)Repeatable: (A course may be repeated three times)	0
Eligibility for English 126	Effective Term:	
Eligibility for English 125		
(7) Pre-requisites(requires C grade or better):		
Corequisites:		
ENGL 125 ENGL 126 , and MATH 101		

(12) Catalog Description:
An introduction to macroeconomic theory covering the banking system, the international economy, economic policy, national income accounting, unemployment and inflation, and economic growth.

II. COURSE OUTCOMES:

(Specify the learning skills the student demonstrates through completing the course and link critical thinking skills to specific course content and objectives.)

Upon completion of this course, students will be able to:

- I. Define scarcity and how it relates to the concepts of choice and cost.
- II. Describe price and quantity changes that occur when supply and demand change.
- III. Compare and contrast Keynesian and Classical economic theory.
- IV. Explain Monetary and Fiscal policy and their respective influences on the business cycle.
- V. Explain the relationship between leading economic indicators and economic performance.

III. COURSE OBJECTIVES:

(Specify major objectives in terms of the observable knowledge and/or skills to be attained.)

In the process of completing this course, students will:

- I. Explain the four components of aggregate demand C+I+G+(x-m).
- II. Identify causes of inflation and unemployment.
- III. Explain our major economic goals relative to Growth, Full Employment and Price Stability.
- IV. Recognize what happens in the economy during a business cycle.
- V. Explain the role of the Federal Reserve and Open Market Operations.

IV. COURSE OUTLINE:

Lecture Content:

- A. Current events--business section of the newspaper
- B. Supply and demand theory
- C. Government Price Setting
- D. Role of government in the economy
- E. Gross National Product and National Income Accounting
- F. Unemployment and inflation
- G. Aggregate demand and aggregate supply
- H. Fiscal Policy
- I. Monetary Policy
- J. Federal Reserve System
- K. Comparison of Classical and Keynesian theory

V. APPROPRIATE READINGS

Reading assignments may include but are not limited to the following:

- I. Sample Text Title:
 - 1. Recommended - Schiller, B. *The Economy Today*, ed. 12 McGraw-Hill Irwin, 2010,
or
 - 2. Recommended - Hubbard & O'Brien *Economics*, ed. 2 Prentice Hall, 2009,

II. Other Readings

- Global or international materials or concepts are appropriately included in this course
- Multicultural materials and concepts are appropriately included in this course

If either line is checked, write a paragraph indicating specifically how global/international and/or multicultural materials and concepts relate to content outline and/or readings.

Global or international concepts relate to the course content outline in the area of employment determinates relative to outsourcing strategies utilized by global employers

VI. METHODS TO MEASURE STUDENT ACHIEVEMENT AND DETERMINE GRADES:

Students in this course will be graded in at least one of the following four categories. Please check those appropriate. A degree applicable course must have a minimum of one response in category A, B, or C.

A. Writing			
Check either 1 or 2 below			
X	1. Substantial writing assignments are required. Check the appropriate boxes below and provide a written description in the space provided.		
	2. Substantial writing assignments are NOT required. If this box is checked leave this section blank. For degree applicable courses you must complete category B and/or C.		
	a) essay exam(s)	X	d) written homework
X	b) term or other paper(s)	X	e) reading reports
	c) laboratory report(s)		f) other (specify)

Required assignments may include but are not limited to the following:

- 1. Evaluate the policy decisions made during the Great Depression and their impact on the economy.
- 2. Review Business / Economics articles from the Wall Street Journal, Fresno Bee, SF Chronicle, etc and evaluate current / potential policy options

B. Problem Solving			
Computational or non-computational problem-solving demonstrations, including:			
X	a) exam(s)		d) laboratory reports
X	b) quizzes		e) field work

<input checked="" type="checkbox"/>	c) homework problems	<input type="checkbox"/>	f) other (specify):
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Required assignments may include but are not limited to the following:

If the multiplier has a factor of 2 and the government injects \$200, what is the total result of the multiplier effect?

C. Skill demonstrations, including:			
<input type="checkbox"/>	a) class performance(s)	<input type="checkbox"/>	c) performance exams(s)
<input type="checkbox"/>	b) field work	<input type="checkbox"/>	d) other (specify)

Required assignments may include but are not limited to the following:

D. Objective examinations including:			
<input checked="" type="checkbox"/>	a) multiple choice	<input type="checkbox"/>	d) completion
<input checked="" type="checkbox"/>	b) true/false	<input type="checkbox"/>	e) other (specify):
<input type="checkbox"/>	c) matching items		

COURSE GRADE DETERMINATION:

Description/Explanation: Based on the categories checked in A-D, it is the recommendation of the department that the instructor's grading methods fall within the following departmental guidelines; however, the final method of grading is still at the discretion of the individual instructor. The instructor's syllabus must reflect the criteria by which the student's grade has been determined. (A minimum of five (5) grades must be recorded on the final roster.)

If several methods to measure student achievement are used, indicate here the approximate weight or percentage each has in determining student final grades.

Written methods: 10-60% Problem solving: 10-60% Objective: 10-60% Grading scale: 90-100% = A 80-89% = B 70-79% = C 60-69% = D 59% or less = F

VII. EDUCATIONAL MATERIALS

For degree applicable courses, the adopted texts, as listed in the college bookstore, or instructor-prepared materials have been certified to contain college-level materials.

Validation Language Level (check where applicable):

- Textbook
- Reference materials
- Instructor-prepared materials
- Audio-visual materials

College-Level Criteria Met	
YES	NO
<u> X </u>	<u> </u>

Indicate Method of evaluation:

- Used readability formulae (grade level 10 or higher)
- Text is used in a college-level course X
- Used grading provided by publisher
- Other: (please explain; relate to Skills Levels) -

Computation Level (Eligible for MATH 101 level or higher where applicable) X

Content

- Breadth of ideas covered clearly meets college-level learning objectives of this course X
- Presentation of content and/or exercises/projects:
- Requires a variety of problem-solving strategies including inductive and deductive reasoning. X
- Requires independent thought and study X
- Applies transferring knowledge and skills appropriately and efficiently to new situations or problems. X

List of Reading/Educational Materials

- Recommended - Schiller, B. *The Economy Today*, ed. 12 McGraw-Hill Irwin, 2010,
- Recommended - Hubbard & O'Brien *Economics*, ed. 2 Prentice Hall, 2009,

Comments:

- This course requires special or additional library materials (list attached).
- This course requires special facilities:

Attached Files:

BASIC SKILLS ADVISORIES PAGE The skills listed are those needed for eligibility for English 125, 126, and Math 101. These skills are listed as the outcomes from English 252, 262, and Math 250. In the right hand column, list at least three major basic skills needed at the beginning of the target course and check off the corresponding basic skills listed at the left.

(eligibility for Math 101)
(as outcomes for Math 250)

Performing the four arithmetic operations on whole numbers, arithmetic fractions, and decimal fractions.

Making the conversions from arithmetic fractions to decimal fractions, from decimal fractions to percents, and then reversing the process.

Applying the concepts listed above to proportions, percents, simple interest, markup and discount.

Applying the operations of integers in solving simple equations.

Converting between the metric and English measurement systems

1. Ability to follow a math routine to completion.
2. Ability to read word problems and formulate equations that lead to the desired solution.
3. Ability to read and interpret tables.

(eligibility for English 126)
(as outcomes for English 262)

Using phonetic, structural, contextual, and dictionary skills to attack and understand words.

Applying word analysis skills to reading in context.

Using adequate basic functional vocabulary skills.

Using textbook study skills and outlining skills.

Using a full range of literal comprehension skills and basic analytical skills such as predicting, inferring, concluding, and evaluating.

1. Ability to read and comprehend a college level textbook and various articles containing a variety of abstract terms from various disciplines such as Economics, Law, Sociology, and History.
2. Ability to convert textbook chapters and classroom lectures into outline form; ability to develop an outline in preparation for writing assignments.
3. Ability to compare and contrast economic policy options and their consequences.

(eligibility for English 125)
(as outcomes for English 252)

Writing complete English sentences and avoiding errors most of the time.

Using the conventions of English writing: capitalization, punctuation, spelling, etc.

Using verbs correctly in present, past, future, and present perfect tenses, and using the correct forms of common irregular verbs.

Expanding and developing basic sentence structure with appropriate modification.

Combining sentences using coordination, subordination, and phrases.

Expressing the writer's ideas in short personal papers utilizing the writing process in their development.

1. Ability to compose well organized, clear, and analytical responses to reading assignments and homework.
2. Ability to compose a term paper or writing assignment.
3. Ability to develop a well reasoned argument in support or opposition to differing economic theories.

Check the appropriate spaces.

Eligibility for Math 101 is advisory for the target course.

Eligibility for English 126 is advisory for the target course.

Eligibility for English 125 is advisory for the target course.

If the reviewers determine that an advisory or advisories in Basic Skills are all that are necessary for success in the target course, stop here, provide the required signatures, and forward this form to the department chair, the appropriate associate dean, and the curriculum committee.

REQUISITES

No requisites