



School of Business

ECON-3103 – Intermediate Macroeconomics, Fall 2022

Instructor Information

Instructor: Dr. Philip Vinson

Office: A-1077

E-mail: pvinson@ggc.edu

Teams softphone (mobile softphone, explained below): (470) 563-9657

Communication

In general, I prefer messages via email for most situations. Communications received during the day Monday through Friday expect me to respond within 24 hours. Communications received after 5:00 pm will be returned by the next day. On the weekend my response may vary.

You should check your GGC email every day. When corresponding by email, I will communicate with you using only your GGC email. Due to the Family Educational Rights and Privacy Act (FERPA), I will not respond to emails from other domains (yahoo.com, gmail.com, hotmail.com, etc.).

When you email me, you should consider the email as official correspondence. As such, the email should not appear as a text message but should have proper spelling, grammar, and punctuation.

You should also check your D2L course site every day.

Technology Covenant

Technology will be used to deliver content, provide resources, assess learning, and facilitate interaction, both in and out of the classroom. You will be expected to access the course syllabus, calendar, and grades online via BrightSpace (D2L).

This covenant provides a general guideline for the course. I reserve the right to make periodic and/or necessary changes to the covenant, including technology use and communication channels, to accommodate the needs of the class and fulfill the goals of the course.

Expectations of Students

All students at GGC need to have access to a computer. If you do not have one, computer labs are available on campus. A limited number of laptops are available for checkout from the GGC Technology Helpdesk; please contact me about this if you need one.

Students can access the course materials and grades via Brightspace (Desire to Learn).

Students should check GGC email regularly (at least twice a day).

Cell phones should be set on silent and stowed during class.

Laptop computers should remain off, except when they are being used for an in-class activity or for taking notes.

Course Information

Class Details

Course Details: ECON 3103 Section 1

Class Time: Tuesdays and Thursdays: 3:30pm-4:45pm

Course Location: A-1920

Course Description

An in-depth study of macroeconomic theories and public policies. Topics include income determination, employment, inflation, economic fluctuations, fiscal and monetary policies and economic growth and development.

Course Prerequisites

Undergraduate Semester System level ECON 2105 Minimum Grade of C and Undergraduate Semester System level ECON 2106 Minimum Grade of C.

Course Resources

Required Texts

Macroeconomics, Mankiw, Tenth Edition (previous editions are acceptable)

Course Goals and Objectives

1. To understand the main components of national income accounting and their determination.
2. To understand the basic interactions between money, capital, output, unemployment, and inflation.
3. To understand the process of determining optimal production levels.
4. To use economic reasoning to address current macroeconomic issues.
5. To develop the skills needed to communicate economic ideas.

Course Outcomes

Upon completion of this course, a student should be able to: Answer questions about the determinants of national income, inflation, unemployment, trade, international finance, and other macroeconomic topics.

Course Requirements and Grading

You can expect to access the course materials and grades via our course in Brightspace (D2L). Students should check this Brightspace course daily, as changes will always be announced and recorded on the course site.

Grading Scale

100-90	A
89-80	B
79-70	C
69-60	D
Less than 60	F

Grading Percentages

Your grade in the course will depend on your scores on four exams, class preparation and participation:

Classroom Preparation Assignments and Participation (10%)

Problem sets (10%)

Exams (50%)

Project (30%)

Late Work Policy

Late work is not accepted unless college policy dictates that the reason is valid, or an arrangement is worked out with the professor in advance.

Assessment Tools

Classroom Preparation Assignments:

Classroom Preparation Assignments:

CPAs are essential for success in this class. CPAs will be assigned and collected most days throughout the semester. You are responsible for staying up to date on which CPA we are working on and when they are due. They will be submitted as Word files on Brightspace (D2L). CPAs are used to shift the class time from a traditional lecture to something closer to a class discussion format. Therefore, you are expected to be ready to use your CPA to contribute to class. CPAs will be assigned points according to the following rubric:

1	A good faith effort to fully answer all questions
0.9	All questions answered but some are incomplete in some way
0.75	One or two questions (or sub-questions) are missing but otherwise satisfactory
0.5	A moderate but unsatisfactory attempt was made to answer most questions
0.25	CPA was turned in but there was no good-faith effort to complete the assignment
0	No assignment was turned in or it was blank

A good faith effort is defined (by me) to be a genuine effort to do your best. CPAs are graded based on effort but not on correctness. Getting things wrong at first is a vital part of learning in any course. You are free to work with other students on CPAs, but you must submit your own unique work. Your grade for a CPA can be docked in half if you are disruptive in class or refuse to participate while we are covering that CPA. CPA answers cannot be copied verbatim from other students, the textbook or the internet. Doing so will result in no credit for the assignment. Your lowest CPA score will be dropped from your CPA score.

Problem sets:

Problem sets will be posted on D2L. They will all be equally weighted. Problem sets will be submitted on D2L. Grades for problem sets will be based on correct answers and logical problem solving.

Exams:

There will be two theory-oriented exams throughout the semester which will take place before the presentations occur. The exams may contain multiple choice, short answer or essay questions.

Project:

There will be a project composed of writing a 5-10 page essay and a 20 minute presentation. You will need to select a topic relevant to the field of macroeconomics with important policy ramifications. Each student needs to come up with unique topics, so if there is something specific that interests you please contact me about it ASAP. You may select any topic within those parameters (with my consultation), but here are some general topics in macroeconomics to help you think of something:

Causes of and solutions to economic crises (pandemic, financial crisis, great depression)

Protection of intellectual property

Monetary policy (interest rates, inflation etc.)

Fiscal policy (government spending, taxation etc.)
 Housing policy
 Political economy
 Health policy
 Costs and benefits of international trade agreements

More information about the project can be found on D2L. Your project grade will be based on the following areas:

Paper (including a rough draft)
 Presentation
 Providing feedback to other students

Course Outline/Assessments

Date	Topics
Week 1 (8/9-8/11)	Syllabus & Ch 3
Week 2 (8/16-8/18)	Ch 19
Week 3 (8/23-8/25)	Ch 5 & Problem set 1 due
Week 4 (8/30-9/1)	Ch 8
Week 5 (9/6-9/8)	Ch 9 & Problem set 2 due
Week 6 (9/13-9/15)	Wrap up/ Review & Exam 1 (9/15)
Week 7 (9/20-9/22)	Ch 7 & Topic proposal due
Week 8 (9/27-9/29)	Ch 10
Week 9 (10/4-10/6)	Ch 14 & Problem set 3 due
Week 10 (10/11-10/13)	Ch 16 & Rough draft due
Week 11 (10/18-10/20)	Ch 17 & Problem set 4 due & Peer reviews due
Week 12 (10/25-10/27)	Exam 2 (10/25) & Student Presentations
Week 13 (11/1-11/3)	Student Presentations
Week 14 (11/8-11/10)	Student Presentations & Final draft due
Finals	Thursday, November 17th, 2pm-4:30pm

Final Exam Details

The final exam will be given during the week after classes end. The date and time of the final exam is set by the registrar and will be posted at midterms. The exam schedule cannot be changed at the convenience of the student. You should not plan to be absent during that week. A make-up final exam will only be given in cases of a verifiable excused absence.

Important Dates

Follow this link to the [GGC Academic Calendar](#) for important dates.

Course Changes

This course syllabus provides a general plan for this course. The instructor reserves the right to make changes to the syllabus, including changes to assignments, projects, examinations, etc., in order to accommodate the needs of the class as a whole and fulfill the goals of the course.

School of Business

Vision/Mission Statement

The GGC School of Business, as part of a diverse, access institution, promotes a high quality community of learning characterized by student engagement, faculty and staff dedicated to excellence, and continuous improvement in teaching, scholarship, and service. Our student-centered undergraduate program nurtures and advances critical thinking, ethical reasoning, global perspectives, communication skills, and business knowledge to enhance career readiness.

School of Business Outcome Goals

The SBA Outcome Goals in **strong format** are specifically targeted in this course

1. Critical Thinking

- 1.1. Students will identify and evaluate relevant information in business decision-making processes.**
- 1.2. Students will analyze and use appropriate analytical techniques to make a decision.**

2. Ethics

- 2.1. Students will address ethical concerns with ethical, stakeholder-informed courses of action.

3. Global Business

- 3.1. Students will examine the effects of political, legal, economic, and socio-cultural environments on global operations.**

4. Oral and Written Communication

- 4.1. Students will create professional, written documents.
- 4.2. Students will deliver professional, oral presentations.

5. General Business Knowledge

5.1. Students will exhibit general business knowledge consistent with the BBA degree.

Integrated Educational Experience Goals:

The IEE Goals met by the objectives of this course are in **strong format**:

- IEE-1: Clearly communicate ideas in written and oral form.
- IEE-2: Demonstrate creativity and critical thinking in inter- and multi-disciplinary contexts.
- IEE-3: Demonstrate effective use of information technology.
- IEE-4: Develop intercultural awareness of diverse viewpoints and of local and global perspectives.
- **IEE-5: Produce scholarly or creative works that reflect information literacy knowledge, skills, and dispositions.**
- IEE-6: Demonstrate ethical and moral principles.
- IEE-7: Demonstrate and apply leadership principles.
- **IEE-8: Demonstrate competence in quantitative reasoning.**

Academic Integrity and Use of Turnitin

Students in all courses taught in the Teacher Education programs are responsible for avoiding every aspect or appearance of plagiarism by appropriately citing the sources of ideas, thoughts, or words of others that appear in their academic work. In Unit and Lesson Plans developed as part of this course, students must include complete citations for any work which is not totally original. Faculty may use the originality check feature of Turnitin to assist students in learning how to cite work appropriately.

Examples of plagiarism include:

- Directly quoting another's words without appropriate citation and punctuation
- Overusing quotations in a written work
- Paraphrasing another's words without appropriate citation
- Submitting assignments and other work that are not your own
- Citing primary and secondary sources incorrectly

Examples of academic dishonesty include:

- Submitting a single assignment for multiple courses without the instructors' knowledge or permission;
- Using assignments submitted by other students;
- Using unauthorized materials during an exam.

Student Resources

Academic Enhancement Center (AEC)

The Academic Enhancement Center offers tutorial services on campus and online.

Tutors are available on campus 9 AM-7 PM Monday-Thursday, 9 AM-5 PM Friday, and 1-5 PM Saturday and Sunday. All sessions are 45 minutes long. Students also have the option to upload their papers online to have tutors look at them and return them with comments, usually within 24 hours.

To make an appointment for an on-campus session, please call the AEC at **678-407-5191**. To schedule an online session, log in to MyCourses and click the **Free Online Tutoring** button at the top of the homepage. The AEC looks forward to helping you achieve your academic goals!

Online Study Group Resource: CircleIn

CircleIn, a virtual study support app, is available to all GGC students. Hop on a video call, text with classmates, create study groups, and share notes and flashcards to prepare for success in your courses. By engaging with your peers in these activities, you also can earn points towards scholarships and other rewards.

To get started, [download the app](#) or use a browser to visit the [CircleIn website](#). Search Georgia Gwinnett College, enter your school login credentials, and select “Authorize” to get started.

Counseling and Psychological Services (CAPS)

CAPS is a safe, secure, and *confidential* space designed to support GGC students. Meeting with a CAPS clinician is a chance to explore issues and determine possible courses of action or resolution in a respectful and confidential setting. Your mental health and wellness are our priority and we hope to help you succeed.

Your first step to starting your relationship with CAPS is to schedule an initial information-gathering appointment (Intake), where you meet with a clinician to discuss your needs. From here, a clinician will work with you to decide your next steps. Counseling is a collaborative effort that necessitates your willingness and commitment.

Counseling services are available for all currently-enrolled GGC students. Services are free to students and are offered year-round.

For more information, please visit [the CAPS website](#), or contact us at **678-407-5592**.

Also, for students who may need immediate support that cannot wait for a scheduled appointment, students have access to our **24/7 Support Line: 833-910-3366**.

Dean of Students

GGC's Dean of Students is an advocate and resource to support student success at GGC. The Dean has oversight for all [student affairs](#) areas. The Dean of Students can assist students in [crisis situations](#) including [food/home insecurities](#), [hospitalizations](#), [medical issues](#) and other issues related to health and safety. Your wellness matters! You can contact the Dean of Students at studentaffairs@ggc.edu or **678-407-5882**.

Disability Services

Access and Accommodations: It is important to GGC that all students have equal access to the classroom and their educations. If you have already established accommodations with Disability Services, please provide me with your **Faculty Accommodation Notification**, with your approved accommodations listed. Please do so at your earliest convenience, so we can discuss your needs in this course.

If you have not yet established services through Disability Services (located in **D-1404**), but have a permanent disability (such as but not limited to: mental health, attention-related, learning, vision, hearing, physical or health impacts), or temporary condition that requires accommodations, you are encouraged to meet with Disability Services. **To contact disability services please call 678-407-5195 or send an email to disabilityservices@ggc.edu.**

Disability Services offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process requiring the student and disability services staff to meet. Disability services will review the documentation provided, discuss functional limitations with the student, along with the classroom environment and potential barriers or access issues. Georgia Gwinnett College is committed to creating an inclusive and accessible learning environment consistent with federal and state law.

Kaufman Library

The Daniel J. Kaufman Library and Learning Center provides a wealth of resources, services, and space, in support of your academic success. Tens of thousands of full text articles as well as e-books, e-book chapters, reports, statistics, streaming media, virtual anatomy and chemistry models, etc., are available from [library databases](#), [e-books](#), [e-journals](#), and [media](#) collections covering a wide variety of subject areas. Books available at GGC and other USG institutions can be located in [GIL-Find, the library catalog](#), and print books can be borrowed from other USG institutions. [Research and course guides](#) provide access to discipline specific databases, books, websites, etc. [Ask a Librarian](#) offers research assistance via chat, e-mail, phone, and walk-in. In-depth research assistance is available by [scheduling a research consultation](#). Kaufman Library has individual and group study space throughout the building as well as 37 individual and group study rooms that can be booked via the [online reservation system](#). There is a Quiet Reading Room located on the third floor. Computers, fully loaded with campus software, and printing are also available in Kaufman Library.

Georgia Gwinnett College Policies

Academic Integrity

Student Honor Statement: We will not lie, steal, or cheat, nor tolerate the actions of those who do.

Georgia Gwinnett College students are expected to adhere to the highest standards of academic integrity and are expected to encourage others to do the same. Further, students are expected to take responsible action when there is reason to suspect dishonesty on the part of others.

Academic dishonesty carries severe penalties ranging from a grade of "0" on the affected assignment to dismissal from Georgia Gwinnett College. Each faculty member at Georgia Gwinnett College bears the responsibility for assigning penalties for cases of academic dishonesty utilizing the faculty adjudication process. Please contact the Office of Student Integrity to report alleged violations of academic dishonesty. Students may appeal a penalty as outlined in the [Student Handbook](#), Section 4.6.5, Student Code of Conduct.

Academic Respect

The college exists to foster educational excellence. To this end, a classroom atmosphere that supports learning must be maintained. Students are expected to be active, attentive participants in the class. Students are also expected to abide by class policies and procedures and to treat faculty and other students in a professional, respectful manner. Students are expected to be familiar with the [Student Handbook](#), Section 4.6.5, Student Code of Conduct.

Americans with Disabilities Act Statement

Georgia Gwinnett College provides reasonable accommodation to employees, applicants for employment, students, and patrons who have physical and/or mental disabilities, in accordance with applicable statutes. Georgia Gwinnett College takes affirmative action to employ and advance in employment persons who are qualified disabled veterans, veterans of the Vietnam Era, or other covered veterans. If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the [Office of Disability Services](#). A CDS Counselor will coordinate those services.

For more information, refer to [GGC's web page on the ADA and Reasonable Accommodations](#).

Attendance Policy

The classroom experience is a vital component of the college learning experience. Interaction with faculty and with other students is a necessary component of the learning process. Students are expected to attend regularly and promptly all class meetings and academic appointments. Students who are absent from classes bear the responsibility of notifying their faculty that they will be absent and keeping up with class assignments in conjunction with Faculty provisions in the course syllabus. However, faculty will not request information from students about the specific reason for the absence nor documentation from students regarding a request for an excused absence. Students are not required to give faculty the specific reasons for an absence and students are not expected to send any documentation (including medical documentation) to faculty regarding an absence. Students who are absent and wish to submit documentation (including medical documentation) regarding the absence in order to have the absence qualify as an excused absence can submit the documentation to the Dean of Students. The Dean of Students will verify the absence and will notify the faculty member that the request for an excused absence is justified. An individual faculty member bears the decision as to whether a student's absence is excused or unexcused, and whether work will be permitted to be made up. The decision of the faculty in this case is final. Students who are absent because of participation in college-approved activities (such as field trips and extracurricular events) will be permitted to make up the work missed during their college-approved absences, provided that the student discussed with and obtained approval from the faculty to make up the work missed prior to the student's going on the field trip.

Individual faculty may establish additional attendance requirements appropriate to their course's context, e.g. lab attendance. A student whose class schedule would otherwise prevent him or her from voting will be permitted an excused absence for the interval reasonably required for voting.

For more information, please refer to the [Student Attendance Policy](#) in the GGC online catalog, [Academic Policies and Procedures](#).

You may add your own Attendance Policy statement, if needed.

COVID-19 Statement

For on-campus classes and activities, proof of vaccination is not required, but please help to keep your fellow Grizzlies healthy and get fully vaccinated and boosted as soon as possible. Vaccination locations can be found at <https://www.vaccines.gov/>

Face masks are strongly encouraged on campus for those who are not fully vaccinated and boosted.

Kindly do not enter GGC facilities if:

- You have signs or symptoms of the cold, flu, or COVID-19
- You have been diagnosed with a contagious illness and are still contagious
- You have had contact with a person that has or is suspected to have COVID-19 within the past 5 days and have not been fully vaccinated and boosted, are immunocompromised, and have not completed the recommended post-exposure quarantine protocol.

For more information, please visit [GGC's COVID-19 Health and Exposure Updates site](#).

Respect for Diversity Statement

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups.

Equal Opportunity and Affirmative Action Statement

Georgia Gwinnett College is an equal employment, equal access, equal educational opportunity, and affirmative action institution. It is the policy and practice of our institution to recruit, hire, train, promote, retain, and educate persons without regard to race, color, national or ethnical origin, age, disability, sex/gender, religion, sexual orientation, gender identity, genetic information, or veteran status as required by applicable state and federal laws (including Title VI, Title VII, Title IX, ADA, Sections 503 and 504 of the Rehabilitation Act, and Executive Order 11246).

Additionally, Georgia Gwinnett College affirms its commitment to keeping its workplace and academic programs free of discrimination and harassment, and maintaining an environment that recognizes the inherent worth and dignity of every person. Any individual who feels that they may have been discriminated against, should contact the Office of Diversity & Equity Compliance at odec@ggc.edu.

Students requiring disability related accommodations, please contact the Office of Disability Services at disabilityservices@ggc.edu.

For more general information, please visit the [Office of Diversity and Equity Compliance's](#) website.

Safety and Security

View the [GGC Safety and Emergency Communications web page](#) for information important to you. To avoid confusion and rumor, ensure you:

- 1) Sign up for [RAVE alert text notification](#).
- 2) Download the LiveSafe app for [iPhone](#) or [Android](#).
- 3) View the 15-minute [Active Shooter Video](#). You are the additional eyes and ears for first responders. Follow the adage, “If you see something, say something” to a GGC employee. Your community needs your increased vigilance and awareness.
- 4) For updates on COVID-19 please visit [our COVID-19 Public Health page](#). It includes links to the latest information from the Centers for Disease Control and Prevention (CDC), the World Health Organization (WHO), and the University System of Georgia (USG), among others.

Sexual Misconduct Statement

Georgia Gwinnett College is committed to providing a learning, working and living environment that promotes personal integrity, civility, and mutual respect, and is free of all forms of sex discrimination, including sexual harassment, nonconsensual sexual contact, nonconsensual sexual penetration, sexual exploitation, domestic violence, dating violence, and stalking. If you or someone you know is experiencing any of these behaviors, the College has staff and resources on campus to support and assist you. For a list of resources, please visit [Sexual Misconduct Resources](#).

There are both confidential and non-confidential resources and reporting options available to you. GGC is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Responses may vary from support services to formal investigations. As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX Coordinator with relevant details such as the names of those involved in the incident. For more information about policies and resources or reporting options, please visit the [website of the Office of Diversity and Equity Compliance](#)