



RANGER COLLEGE  
STEPHENVILLE, TEXAS

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COURSE SYLLABUS

**MACROECONOMICS**

**ECON 2301**

**3 credit hours**

**INSTRUCTOR:**

**Dr. Evren Atiker Hus**

INSTRUCTOR: Dr. Evren Atiker Hus  
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OFFICE: Science Building, Ranger Campus  
PHONE: 254-267-7065  
HOURS: TBD

### **I. Texas Core Curriculum Statement of Purpose**

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

### **II. Course Description**

History, development, and application of macroeconomic theory underlying the production, distribution, and exchange of goods and services including the utilization of resources, analysis of value and prices, national income analysis, fiscal policies, monetary and banking theory and policy, distribution of income, labor problems, international economics, and economics systems. Attention given to the application of economic principles to economic problems.

### **III. Required Background or Prerequisite**

There are no prerequisites for this course, but ability to use basic algebra and a desire to learn about the aggregate economy will be helpful.

### **IV. Required Textbook and Course Materials**

Principles of Macroeconomics by Gregory Mankiw, 8th edition, Cengage,  
ISBN 978-1305971509

Paul Solman and Crash Course Economics videos (also available in Blackboard)

Student handouts for practice problems

### **V. Course Purpose**

The macroeconomic study, as an academic transfer course, will allow the student to examine the impact of individual and collective economic activity on the modern-day economy. Emphasis will be placed on basic macroeconomic principles which provide the foundation for the life-long process of making economic decisions which enhance the quality of life for an economic society.

## VI. Learning Outcomes

- Explain the scarcity/choice problem existing throughout the world.
- Describe the economic system of the United States.
- Utilize the basic demand and supply model to predict the effects of different market forces on equilibrium price and quantity.
- Identify the four market structures and their effects on firm behavior.
- Explain the concept of market failure and the alternatives to market processes in resource allocations.
- Define and calculate gross domestic product, inflation rate, and unemployment rate.
- Use aggregate supply and aggregate demand to predict the effects of fiscal and monetary policy actions on output, unemployment, and inflation.
- Explain the benefits and costs of international trade and the role of international trade in the U.S. economy.

## VII. Core Objectives

This course meets the following of the six Core Objectives established by Texas:

- Critical Thinking Skills (CT)** – Creative thinking, innovation, inquiry, and analysis; evaluation and synthesis of information
- Communication Skills (COM)** – effective development, interpretation and expression of ideas through written, oral, and visual communication
- Empirical and Quantitative Skills (EQS)** – The manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- Teamwork (TW)** – The ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- Social Responsibility (SR)** – Intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
- Personal Responsibility (PR)** – The ability to connect choices, actions, and consequences to ethical decision-making

### VIII. Methods of Instruction

Power Point presentations, discussions, videos, problem sets, Blackboard

### IX. Methods of Assessment

#### **Exams (CT, COM, EQS,PR)**

Three major exams and a comprehensive final exam will be given during the semester. These exams will consist of multiple choice, short identification or discussion questions, problems and will be given on the dates indicated on the class schedule.

Every effort should be made to take the exams as scheduled. Make-up exams are given at the discretion of the instructor and if allowed must be completed before the next scheduled exam.

#### **Quizzes (CT, COM, EQS, PR)**

Eight to ten quizzes will be given during the semester. These quizzes will consist of multiple choice questions and problems.

#### **Discussion Board (CT, COM, SR)**

Each student must select two news articles dealing with economic subject matter from current media publications (newspapers, magazines, or internet news sources) and write a brief summary of each article. These Discussion Board presentations are to be “summaries” and not “copy – paste” activities. The summaries should be appropriate in length to adequately summarize the material presented in the article. The summary must be posted to the Discussion Board on or before the date due. In addition, each student must post comments on at least one classmate’s article. The summaries will be graded on the basis of relevance to the economic study, content, and grammatical accuracy. Appropriate bibliographical citation must be presented for each article.

#### **Grading:**

Grades will be based on the scores from the three major exams, quizzes, discussion board assignments and the Final exam. Students will receive the grade earned based on the following calculation:

Exams (35%)

Quizzes (20%)

Discussion Board (20%)

Final Exam (25%)

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Grading scale: A = 90-100%    B = 80-89    C = 70-79    D = 60-69    F = Below 60

### X. Course/Classroom Policies

**Assignments:** The primary responsibility of the student includes the reading of the material in the textbook. The following outline serves as a tentative schedule of the material to be covered as the course progresses. It is important to keep up with the reading of the material as assigned. Additional activities include participation on the discussion board, quizzes, reports and summaries, market analyses, critical thinking activities and/or other projects.

**Attendance:** Prompt and regular class attendance is considered essential for the successful completion of the class.

**Student Conduct:** Students are expected to take responsibility in helping maintain a classroom environment that is conducive to learning. In order to assure that all students have the opportunity to benefit from time spent in class, students are prohibited from using technology (cell Phones, I Pads, etc.) except as directed by the instructor. In addition, reading material not related to the class, sleeping, or engaging in any other form of distraction is viewed as inappropriate behavior and may result in disciplinary action as prescribed by the Ranger College Handbook

### XI. Course Outline/Schedule

Date	Assignment
Week 1	Introduction
Week 2	Quiz #1 (Chapters 1& 2)
Week 3	Quiz #2 (Chapter 3)
Week 4	Quiz #3 , Elasticities of Supply and Demand, Review for First Exam
Week 5	Exam #1
Week 6	Discussion Board Assignment #1 Due On Friday.(Chapter 4)
Week 7	Quiz #4, (Chapter 5), Quiz #5, Review for Second Exam
Week 8	Exam #2
Week 9	(Chapter 6)
Week 10	Quiz #6 ( Chapter 7),
Week 11	Quiz #7, & (Chapter 8), Quiz #8, Review for Third Exam
Week 12	Exam #3
Week 13	Discussion Board Assignment #2 Due On Friday, (Chapter 9)
Week 14	Quiz #9, (Chapter 10)
Week 15	Quiz #10, Review for Final Exam
Week 16	Final Exams

**XII. Non-Discrimination Statement**

Admissions, employment, and program policies of Ranger College are nondiscriminatory in regard to race, creed, color, sex, age, disability, and national origin.

**XIII. ADA Statement**

Ranger College provides a variety of services for students with learning and/or physical disabilities. Students are responsible for making initial contact with the Ranger College Counselor, Gabe Lewis (glewis@rangercollege.edu). It is advisable to make this contact before or immediately after the semester begins.