



# Abraham Baldwin

## AGRICULTURAL COLLEGE

A State College of the University System of Georgia

TIFTON, GEORGIA

### Course Syllabus

<b>Course Name:</b> Macroeconomics
<b>Course Number:</b> ECON 2105
<b>Course Description:</b> An introduction to the basic principles of economics with special emphasis being placed on the macroeconomic aspects of our economic system. We will study the basic principles of economics, demand, supply, price theory, national income analysis, inflation, unemployment, fiscal policy, money and banking, and monetary policy. This first course in economics is designed to give you a working knowledge of the subject and to increase your understanding of the American economic system.
<b>Pre-requisites/Co-requisites:</b> READ 0099, MATH 0090, 0097, 0099 (Learning Support)
<b>Course Learning Outcomes:</b> Upon completion of this course, the student will be able to <ul style="list-style-type: none"><li>➤ Explain the concepts of demand and supply and price determination.</li><li>➤ Describe the measurements of economic aggregate activities.</li><li>➤ Demonstrate knowledge of the aggregate models used to determine the level of macroeconomic activity.</li><li>➤ Recognize the implications of short and long run policy applications.</li><li>➤ Explain the impact of globalization on macroeconomics</li><li>➤ Recognize the basic determinants of economic growth</li></ul>
<b>USG General Education Competencies Related to Economics:</b> <a href="http://www.usg.edu/academics/programs/core_curriculum/outcomes.phtml">http://www.usg.edu/academics/programs/core_curriculum/outcomes.phtml</a>  1. <b>Communications: Oral and written communication will be characterized by clarity, critical analysis, logic, coherence, persuasion, precision, and rhetorical awareness.</b>  Competence within the context of collegiate general education is defined by the following outcomes: <ul style="list-style-type: none"><li>○ Ability to assimilate, analyze, and present in oral and written forms, a body of information;</li><li>○ Ability to analyze arguments;</li><li>○ Ability to adapt communication to circumstances and audience;</li></ul>



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- Ability to consider and accommodate opposing points of view;
  - Ability to interpret content of written materials on related topics from various disciplines;
  - Ability to communicate in various modes and media, including the proper use of appropriate technology;
  - Ability to produce communication that is stylistically appropriate and mature;
  - Ability to communicate in standard English for academic and professional contexts;
  - Ability to interpret inferences and develop subtleties of symbolic and indirect discourse;
  - Ability to sustain a consistent purpose and point of view;
  - Ability to compose effective written materials for various academic and professional contexts.
2. **Quantitative Reasoning and Mathematics: quantitative reasoning and mathematics will be characterized by logic, critical evaluation, analysis, synthesis generalization, modeling, and verbal, numeric, graphical, and symbolic problem solving.**

Competence within the context of collegiate general education objectives is defined by the following outcomes:

- Ability to model situations from a variety of settings in generalized mathematical forms;
  - Ability to express and manipulate mathematical information, concepts, and thoughts in verbal, numeric, graphical and symbolic form while solving a variety of problems;
  - Ability to solve multiple-step problems through different (inductive, deductive and symbolic) modes of reasoning;
  - Ability to properly use appropriate technology in the evaluation, analysis, and synthesis of information in problem-solving situations;
  - Ability to shift among the verbal, numeric, graphical and symbolic modes of considering relationships;
  - Ability to extract quantitative data from a given situation, translate the data into information in various modes, evaluate the information, abstract essential information, make logical deductions, and arrive at reasonable conclusions;
  - Ability to employ quantitative reasoning appropriately while applying scientific methodology to explore nature and the universe;
  - Ability to discern the impact of quantitative reasoning and mathematics on the sciences, society, and one's personal life.
3. **Cultural and Social Perspectives: Cultural and social perspective will be characterized by cultural awareness and an understanding of the complexity and dynamic nature of social/political/economic systems; human and**



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**institutional behavior, values, and belief systems; historical and spatial relationship; and, flexibility, open-mindedness, and tolerance.**

Competence within the context of collegiate general education objectives is defined by the following outcomes:

- Ability to relate local, national, and global social policy;
- Ability to describe how historical, economic, political, social, and spatial relationships develop, persist, and change;
- Ability to articulate the complexity of human behavior as functions of the commonality and diversity within groups;
- Ability to appreciate and respect diversity among people and recognize the roles various peoples played in their culture;
- Ability to identify and analyze both contemporary and historical perspectives on contemporary issues;
- Ability to relate the contributions of groups and individuals to the history of ideas and belief systems;
- Ability to critically analyze one's own culture.

### **College Policy on Class Attendance:**

Courses at Abraham Baldwin Agricultural College are provided for the intellectual growth and development of students. To attain maximum success, students must attend all their classes, be on time, and attend all scheduled course activities including, but not limited to, field trips, seminars, study sessions, individual conferences, and lectures. This interaction with instructors and other students is an important element of the learning process, and a high correlation exists between class attendance and course grades. A student must understand the importance of regular participation in classroom and laboratory activities. The absence of any student affects not only his or her performance but the performance of the class as a whole. Absence from class, for whatever reason, does not excuse a student from full responsibility for class work or assignments missed. Students must accept this responsibility.

Instructors will keep accurate attendance records and must report the individual number of absences with midterm and final grades. Students whose number of unexcused absences is more than twice the number of class meetings per week (the equivalent of two weeks of instruction) will receive a grade of "F" for the course. Fewer absences than twice the number of class meetings per week may result in grade penalties at the discretion of the instructor. Specific attendance requirements applying to labs, clinics, accelerated classes or Learning Support will be adapted to the unique situation by the appropriate division. Final determination of what constitutes an excused absence rests with the classroom instructor. In implementing this Policy, faculty will not include in a student's unexcused absences those absences incurred due to authorized and approved College sponsored events (or in the case of joint-enrollment students high-school sponsored events) in which the student represents the institution as part of a group or



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under the direct supervision of a faculty or staff member.

Whenever a student is absent, whether for official or personal reasons, the student must assume responsibility and provide notice to the instructor, preferably in advance, for making arrangements for any assignments and class work missed because of the absence. However, final approval for make up work remains with the individual instructor.

A student who stops attending class without officially withdrawing from the course is subject to this attendance policy and will receive a grade of "F" for the course. At the beginning of each semester, instructors will explain clearly to their students specific attendance requirements (including possible penalties). Additionally, they will publish the attendance policy on their syllabi and web-sites.

A student penalized for excessive absences may appeal through the grade appeal process, as stated in ABAC's college catalog and student handbook.

[http://www.abac.edu/catalog/2007\\_2008/AcademicPolicy.pdf](http://www.abac.edu/catalog/2007_2008/AcademicPolicy.pdf)

### **College Policy on Academic Dishonesty:**

Because Abraham Baldwin Agricultural College has the dual responsibility of educating students and helping them mature into worthy citizens who take their place in the larger community, it has adopted a code for dealing with academic irregularities.

Academic irregularities include, but are not limited to, giving or receiving of unauthorized assistance in the preparation of any academic or clinical assignment; taking or attempting to take, stealing, or otherwise obtaining in an unauthorized manner any material pertaining to the education process; selling, giving, lending, or otherwise furnishing to any person any question and/or answers to any examination known to be scheduled at any subsequent date; fabricating, forging, or falsifying lab or clinical results; plagiarism in any form related to themes, essays, term papers, tests, and other assignments; breaching any confidentiality regarding patient information.

#### **Due Process for Academic Dishonesty Cases**

Step 1. When a faculty member suspects that a student has engaged in academic dishonesty, the faculty member will call the student into a private meeting in the faculty member's office. (The division chair will be notified of and will approve any action.)

Step 2. The faculty member will confront the student with the evidence of dishonesty and/or academic irregularity. The faculty member and the student will discuss the specifics of what occurred. If the student confesses and accepts responsibility for academic dishonesty, then the faculty member will ask the student to sign in his/her own handwriting, a statement which makes clear that the student admits responsibility for the academic dishonesty. The faculty member will then consult with the division chair. The faculty member is then free to reprimand the student, to give a failing grade for the assignment, or to require the student to resubmit the assignment in question. With



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approval of the division chair, the faculty member can increase the penalty up to and including a “WF” for the course if the incident(s) merit this severe penalty.

Step 3. If the student refuses to sign a statement accepting responsibility for the act(s) of academic dishonesty, then a full hearing on the matter must be held. The faculty member and chair will document this incident and schedule a meeting with the student. This information will be turned over to the Academic Dean, who will make the determination of charges against the student and notify him/her in writing. The charges will be mailed by the Academic Dean to the student along with a notice to appear at a hearing, and, if the student wishes, to bring witnesses. At least three days’ notice is necessary unless the student waives the notice in writing.

Step 4. If the student requests a hearing, the Academic Dean has the option of hearing the case for administrative adjudication, convening a special hearing panel including faculty and students, or of referring it to the Student Life Hearing panel which handles all other disciplinary matters on campus. The committee will provide its recommendation to the Academic Dean. The Student Life Hearing Panel, when hearing cases of academic dishonesty, will include two faculty members, two students (one of whom will be the SGA president and the other an associate justice,) and the Director of Student Life, who oversees campus discipline and the Code of Conduct. The Chief Justice of the SGA chairs the panel. The Vice President for Student Affairs will serve as advisor to the panel for all academic dishonesty cases. In general, the decision of the Academic Dean or his/her designee will not be appealed to the Student Life Hearing Panel. An appeal of the Dean’s decision will go directly to the President who may choose to use the Student Life Hearing Panel to make a recommendation to him.

Step 5. The student has a right to appeal the decision of the hearing officer or hearing panel within ten calendar days of the decision. The appeal will be to the President or his designee. The President’s decision is final. The President reserves the right to review all disciplinary cases and the judgments made during the process.

[http://www.abac.edu/catalog/2007\\_2008/AcademicPolicy.pdf](http://www.abac.edu/catalog/2007_2008/AcademicPolicy.pdf)

If there is a student in this class who has specific needs because of learning disabilities or any other disability, please feel free to contact the instructor.

This is a partial syllabus. More detailed information relating to the class and Instructor will be made available to each student.