

# Syllabus: ECON 2002.01-203 (25771)

## Principle of Macroeconomics

### Spring 2023

Instructor: Hui-Jun Chen

Last Update: February 17, 2023

## Course Overview

- Course website:
  - Materials: [Webpage](#)
  - Quizzes / Exam: [Carmen](#)
  - Calculus videos: [The Essence of Calculus](#)
- Meeting Time: Monday, Wednesday, Friday 11:30AM to 12:25PM
- Location: Room 355, Jennings Hall (1735 Neil Ave, Columbus, OH 43210, United States)
- Class Dates: Jan 9, 2023 - Apr 24, 2023
- Email address: [chen.9260@buckeyemail.osu.edu](mailto:chen.9260@buckeyemail.osu.edu).
- Please do not hesitate to email me and set an appointment outside of regular office hour. To get quicker email reply, I would prefer you to:
  1. Send email to [chen.9260@buckeyemail.osu.edu](mailto:chen.9260@buckeyemail.osu.edu) but NOT Carmen email
  2. Use [E2002] at the beginning of your subject title.
    - example title: [E2002] Question regarding course material
- I will reply your email within 2 *business day*.
- Office hour: Tuesday and Thursday, 1:30PM - 2:30PM, at Room 307, Arps Hall.

## Grades

Categories	Points
Problem sets on course material	20 points
Quizzes on Calculus videos	20 points
Midterm Exam	25 points
Final Exam	25 points
Attendance	10 points
Total	100 points

*See course schedule, below, for due dates*

## Grading Policy

### Quizzes / Exams

Weekly quizzes in this class: Quiz on syllabus and Calculus materials. You will have **unlimited** attempts and **unlimited time** per attempt for quizzes of Calculus materials. When calculating the final grade, I will **drop two quiz with the lowest grade** in each category (except Quiz on Calculus, Ch. 10 & 11).

The exact due date and time for quizzes and exams should refer to the schedule below and the setting on Carmen. In principle, all quizzes are due on **Sunday 11:59pm**, and the answer is available on **next Monday**.

Late quizzes are not accepted, unless you have formal excuse (require formal documentation, and the **instructor still has rights to decide whether to extend the quiz / exams for this excuse**).

Final exam are cumulative, so the content from the midterm is also included in final exam.


### Problem Sets

There is class discussion about the problem sets on the recitation class. Recitation class will also be held by me, and its purpose is to allow students to know each other and form a discussion group about the problem sets. Even though there are discussion groups, everyone still answer the problem sets individually on Carmen. This design ensures individual student to have free of will even if he or she doesn't agree with other group members. Problem sets will be multiple choice questions, each question will have option (A) to (D). You will have **2** attempts on Carmen. For convenience, the problem sets quiz on Carmen is only for grading purpose, hence it might looks like figure 1, which the red letter is what each option supposed to represent.

## Quizzes, Problem Sets and Examinations Integrity Policies

**Quizzes and Problem Sets:** Discussions are **encouraged**, but each person must hand in their own quiz on Carmen.

Figure 1: Example for Carmen questions

	Question 1	1 pts
<div data-bbox="313 470 1385 764"><div data-bbox="313 470 1385 541"><input type="radio"/> A</div><div data-bbox="313 541 1385 613"><input type="radio"/> B</div><div data-bbox="313 613 1385 684"><input type="radio"/> C</div><div data-bbox="313 684 1385 764"><input type="radio"/> D</div></div>		

**Examinations:** Discussions are **forbidden**, either face to face or via online discussion board / Social media. You are allowed to refer to course slides, core-econ textbook, lecture videos.

### Curving

If less than 40% of the students get A- or above, I will add some points to everybody until 40% of the students get A- or above, but I don't expect this to occur.

### Bailout Policy: Midterm & Final weight change

After the midterm exam, there will be a survey on Carmen asking whether you want to change the weight between midterm and final from 25 points each to 10 points for midterm and 40 points for final. This survey will due **before** the final exam date, and you cannot change the weight between midterm and final after you took the final exam.

# Tentative Course Schedule

(Updated: February 17, 2023)

Wk	Days	Quizzes	Topics, Readings and Deadlines for quizzes
1	01/09 01/11 01/13	Essence of Calculus Ch.1 Syllabus	Topic: Introducing Syllabus and Class Reading: Unit 1 Deadline: 01/15 11:59pm
2	01/18 01/20	Essence of Calculus Ch.2	Topic: Economic Modelling Reading: Unit 1 and Unit 2 Deadline: 01/22 11:59pm
3	01/23 01/25 01/27	Essence of Calculus Ch.3	Topic: Consumer Reading: Unit 3 Deadline: 01/29 11:59pm
4	01/30 02/01 02/03	Essence of Calculus Ch.4 Problem Set 1	Topic: Firm and Labor Reading: Unit 6 Deadline: 02/05 11:59pm
5	02/06 02/08 02/10	Essence of Calculus Ch.5 Problem Set 2	Topic: Profit Maximization Reading: Unit 7 Deadline: 02/12 11:59pm
6	02/13 02/15 02/17	Essence of Calculus Ch.6 Problem Set 3	Topic: Labor Market Reading: Unit 9 Deadline: 02/19 11:59pm
7	02/20 02/22 02/24	Problem Set 4	Topic: Credit Market Reading: Unit 10 Deadline: 02/26 11:59pm
8	02/27	None	Midterm Exam
8	03/01 03/03	None	

Wk	Days	Quizzes	Topics, Readings and Deadlines for quizzes
9	03/06 03/08 03/10	Essence of Calculus Ch.7	Topic: Monetary Policy Reading: Unit 15 Deadline: 03/12 11:59pm
10	03/14,16,18	None	Spring break
11	03/20 03/22 03/24	Essence of Calculus Ch.8	Topic: Fiscal Policy & Monetary Policy Deadline: 03/26 11:59pm
12	03/27 03/29 03/31	Essence of Calculus Ch.9	Topic: Long-run economic performance Reading: Unit 16 Deadline: 04/02 11:59pm
13	04/03 04/05 04/07	Essence of Calculus Ch.10	Topic: Application: The Great Depression Reading: Unit 17 Deadline: 04/09 11:59pm
14	04/10 04/12 04/14	Essence of Calculus Ch.11	Topic: Application: Asset price bubbles Reading: Unit 11 Deadline: 04/16 11:59pm
15	04/17,19,21	None	Week for adjustment
16	04/24	None	Final Exam (Exact date TBA)

# **New General Education Learning Outcomes**

Credit: Dr. Darcy Hartman

**Under the new GE, this course fulfills the GE Foundations requirement for Social and Behavioral Sciences.**

## **Goals:**

1. Successful students will critically analyze and apply theoretical and empirical approaches within the social and behavioral sciences, including modern principles, theories, methods, and modes of inquiry.
2. Successful students will recognize the implications of social and behavioral scientific findings and their potential impacts.

## **Expected Learning Outcomes:**

Successful students will be able to:

1. Explain basic facts, principles, theories, and methods of social and behavioral science.
2. Explain and evaluate differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals using social and behavioral science.
3. Analyze how political, economic, individual, or social factors and values impact social structures, policies, and/or decisions.
4. Evaluate social and ethical implications of social scientific and behavioral research.
5. Critically evaluate and responsibly use information from the social and behavioral sciences.

Economics 2002.01 will achieve these learning outcomes by teaching students about the theories and methods of social scientific inquiry through discussion of supply and demand at the national level, and the measurement of national income and other macroeconomic measures, along with applications to current events. Students will write a paper on a current event, following the event through the course of the semester. They will perform a critical analysis of the problem and solution utilizing various sources to present their arguments.

Students will learn about the formation and durability of political, economic, and social organizing principles through discussions of the origin and structure of central banks as well as other international organizations, and fiscal and monetary policy. These topics will include discussion of various commonly accepted points of view.

Students will comprehend and assess the nature and values of organizations and politics and their importance in social problem solving and policy making through discussion of fiscal and monetary policy, business cycles and the Federal Reserve Bank, including its values and objectives. In addition, by choosing their own topic, they will have an in-depth look at a current event to study within the context of these principles.

# **Legacy General Education Course learning outcomes**

**This course fulfills the GE Goals and Expected Learning Outcomes for Social Science: Organizations and Politics.**

## **Social Science Goal**

Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

## **Organizations and Politics Expected Learning Outcomes**

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of organizations and politics.
2. Students understand the formation and durability of political, economic, and social organizing principles and their differences and similarities across contexts.
3. Students comprehend and assess the nature and values of organizations and politics and their importance in social problem solving and policy making.

Economics 2002.01 addresses the theories and methods of social scientific inquiry through discussion of supply and demand at the national level, and the measurement of national income and other macroeconomic measures, along with applications to current events.

Students will learn about the formation and durability of political, economic, and social organizing principles through discussions of the origin and structure of central banks as well as other international organizations, and fiscal and monetary policy. These topics will include discussion of various commonly accepted points of view.

Students will comprehend and assess the nature and values of organizations and politics and their importance in social problem solving and policy making through discussion of fiscal and monetary policy, business cycles and the Federal Reserve Bank, including its values and objectives.

## Ohio State's academic integrity policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute "Academic Misconduct."

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an "excuse" for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

**If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages (COAM Home)
- Ten Suggestions for Preserving Academic Integrity (Ten Suggestions)
- Eight Cardinal Rules of Academic Integrity ([www.northwestern.edu/uacc/8cards.htm](http://www.northwestern.edu/uacc/8cards.htm))

Violating university or course rules as contained in the course syllabus or other information provided to the student in regard to student classroom conduct may result in your being removed from the class rolls.

## Other Policies

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated. They should inform the instructor as soon as possible of their needs. Students who feel that they need an accommodation based on the impact of a disability should contact the Office for Disability Service. General information is available at <http://www.ods.ohio-state.edu>.



The core material contained within this syllabus will either be discussed in class or assigned as required reading.

If you decide not to complete the course, please formally withdraw from the class. Failure to officially withdraw will result in an “E” on your transcript and you will have foregone the opportunity to receive a refund (partial or full).

You are expected to be on time to class. In those events when you do arrive at class late, please find a seat as quietly and unobtrusively as possible. Do not interrupt class to hand in assignments or request materials. An opportunity will be provided for these activities at an appropriate time.

We will be doing in-class participation exercises that work via the internet. Please be sure to bring a mobile device (laptop, tablet, or smartphone) with you to class each day.

## **Economics Learning Center**

Information can be found at <https://economics.osu.edu/economics-learning-center>.

## **Grading scale**

- 93–100: A
- 90–92.9: A-
- 87–89.9: B+
- 83–86.9: B
- 80–82.9: B-
- 77–79.9: C+
- 73–76.9: C
- 70–72.9: C-
- 67–69.9: D+
- 60–66.9: D
- Below 60: E