NOTE to prospective students: This syllabus is intended to provide students who are considering taking this course an idea of what they will be learning. A more detailed syllabus will be available on the course site for enrolled students and may be more current than this sample syllabus. Summer term courses may be accelerated – please check the Ecampus Schedule of Classes for more information.

ECON 315
INTERMEDIATE MACROECONOMIC THEORY (4)

COURSE CREDIT:
(4) This course combines approximately 120 hours of instruction, online activities, and assignments for 4 credits.

PREREQUISITES, CO-REQUISITES AND ENFORCED PREREQUISITES:
(ECON 201 [D-] or ECON 201H [D-] ) and (ECON 202 [D-] or ECON 202H [D-] )

COURSE DESCRIPTION:
An examination of macroeconomic aggregates, income determination, aggregate demand and supply. The basic macroeconomic models will be discussed such as Keynesian, Classical, Monetarist, and Neo-Classical.

ECON 315 and ECON 415 cannot both be taken for credit toward the Economics major.

This is a distance education course. Students will rely upon online lectures, the textbook, online readings, practice exercises, exams and the course discussion to gain an understanding of the macroeconomy. Course materials are located in Canvas. Information on registering for the course, obtaining an ONID account and gaining access to Canvas can be found at http://oregonstate.edu/.

CONTACT INFORMATION:
Professor: Dell Champlin
Department of Economics
Email: Dell.Champlin@oregonstate.edu

For more information, contact: HELEN FLEMING, 303D BALE, 541-737-2321; helen.fleming@oregonstate.edu and LAURA RELYEA, 319 BALE, 541-737-2369, laura.relyea@oregonstate.edu.

Sample syllabi may not have the most up-to-date information. For accuracy, please check the ECampus Schedule of Classes to see the most current instructor information. You can search for contact information by name from the OSU Home Page.
LEARNING RESOURCES:

Textbook:

Aplia:
During this course, you will be required to access Aplia, a web site providing problem sets and reading assignments designed specifically for your textbook. You may register and use Aplia for two weeks without paying a fee, while you decide on the best payment option for you. If you are considering dropping this course, do not make a payment until you are sure you will continue in the course.

Textbook and Aplia Purchase Options
In general, you should buy both the textbook and Aplia as a bundled set. If you buy them separately, it will typically cost you more money.

Option 1:
Purchase a copy of book and an Access card to Aplia (a payment code to be entered online) from the Oregon State University Bookstore as a bundled set. To check on the textbook options and current prices, see http://osubeaverstore.com//Textbooks_Dept.asp

Option 2:
Purchase the textbook and access to Aplia directly from the publishers. Note that only the textbook and Aplia access are required. Other options such as the Study Guide, a subscription to the Financial Times, the Dismal Scientist, or the Worth Publishers’ website (ECON Portal) are NOT required.

Option 3:
Purchase access to Aplia only. When you are logged on to Aplia, digital copies of the textbook chapters are available for consultation. This is the cheapest option, but keep in mind that you will only be able to read the book chapters online.

NOTE: For textbook accuracy, please always check the textbook list at the OSU Bookstore website. Sample syllabi may not have the most up-to-date information.

Students can also click the ‘OSU Beaver Store’ link associated with the course information in the Ecampus schedule of classes for course textbook information and ordering.
STUDENT LEARNING OUTCOMES:

Course Objectives
- To explore the standard frameworks for analyzing the macroeconomy in the short-run and over the medium term.
- To examine the key economic variables used to measure the performance of the macroeconomy.
- To evaluate the performance and purpose of government policies in affecting these key variables.

Student Learning Outcomes
- Provide analytic and intuitive descriptions of the short run macroeconomic responses to exogenous shocks and to fiscal and monetary policy changes.
- Use the medium run model to characterize the impact of supply and demand shocks on real wages, unemployment, and welfare.
- Derive the dynamic Phillips curve and use it to construct monetary policy.
- Understand the mechanisms driving depressions and hyperinflations.

COURSE CONTENT AND POLICIES:

Discussions
There are three basic Discussion topics: Introductions: Questions about Course Content; Questions and Current Issues. The purpose of this area of the course is to facilitate interaction and conversation among class members. If you have a question about Economics, about the course or about a specific assignment, other students may have the same question or may be able to offer helpful or interesting comments. These discussions are not graded.

Remember that messages on the discussions are public and can be seen by everyone in the class. Informality is encouraged, but it is also important to be polite and respectful of your fellow students. In addition, posting of personal contact information is discouraged (e.g. telephone numbers, addresses, personal website address).

Questions
If you have a specific question or comment for me, please feel free to send me an e-mail message (Dell.Champlin@oregonstate.edu). I check my e-mail regularly and will respond to your messages promptly-- usually within 24 hours.

Resources and Information for Students

Majoring or Minoring in Economics:
A major or minor in economics is great preparation for many careers and advanced studies in a variety of fields, including business, finance, consulting, policy analysis, government and law. If you might be interested in majoring or minoring in economics, contact Laura Relyea at Laura.Relyea@oregonstate.edu or check the Economics Department Undergraduate Program website at http://oregonstate.edu/dept/econ/undergraduate
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Textbook Chapters</th>
</tr>
</thead>
</table>
| 1    | Introduction  
- GDP  
- Unemployment  
- The Price Level | Chapter 1: The Science of Macroeconomics  
Chapter 2: The Data of Macroeconomics |
| 2    | The Economy in the Long-Run I  
- Classical View  
- Quantity Theory of Money  
- Money and Inflation | Chapter 3: National Income: Where it Comes From and Where it Goes  
Chapter 4: The Monetary System: What It Is and How It Works  
Homework: GDP Data |
| 3    | The Economy in the Long-Run II  
- International Flows of Goods and Capital  
Chapter 6: The Open Economy  
Homework: CPI Data |
| 4    | The Economy in the Long-Run III  
- Types of Unemployment  
- Trends in Unemployment | Chapter 7: Unemployment  
Homework: Unemployment Data |
| 5    | The Economy in the Short-Run I  
- Business Cycles  
- Aggregate Demand  
- The IS-LM Model | Chapter 10: Introduction to Economic Fluctuations  
Chapter 11: Aggregate Demand I: Building the IS-LM Model |
| 6    | The Economy in the Short-Run II  
- Components of Aggregate Demand  
- Consumption  
- Investment | Chapter 12:Aggregate Demand II: Applying the IS-LM Model  
Homework: Video “Inside the Meltdown.” |
| 7    | The Economy in the Short-Run III  
- Fiscal Policy and the IS Curve  
- Monetary Policy and the LM Curve | Chapter 13: The Open Economy Revisited  
Homework: Video “The Crash of 1929” |
| 8    | The Economy in the Short-Run IV  
- Open Economy IS-LM | Chapter 14: Aggregate Supply and the Short-Run Tradeoff  
Between Inflation and Unemployment  
Chapter 15: Alternative Perspectives on Stabilization Policy  
Homework: Video “The Warning.” |
| 9    | Topics in Macroeconomic Policy I  
- Aggregate Supply  
- The Phillips Curve & Expectations  
- Monetary Policy | Chapter 16: Consumer Behavior  
Chapter 17: Theory of Investment  
Homework: Video “Inside the Meltdown.” |
| 10   | Topics in Macroeconomic Policy II  
- Fiscal Policy  
- The Financial Crisis of 2008  
- Sovereign Debt crisis | Chapter 18: Alternative Perspectives on Stabilization Policy  
Homework: Video “The Warning.”  
Chapter 19: Government Debt and Budget Deficits  
Chapter 20: The Financial System: Opportunities and Dangers. |

Midterm exam: Covers chapters 1, 2, 3, 4, 5, 6, 7, 10 and 11.
Evaluation of Student Performance

Exams
There will be 1 midterm exam and a final exam. The final is not comprehensive. The exams will be multiple choice and given online through Canvas. Students will be able to complete the exam at any time during a 7 day period. However, once the exam is started, there is a time limit for completion.

Aplia
There are problem sets for each of the chapters assigned (see course schedule). These assignments are completed and graded online at the Aplia website. Students may rework these problem sets up to a maximum of 3 times until the due date of Sunday, 11:00 PM of each week. In addition, there are weekly News Analysis assignments. These assignments consist of a short article followed by a few questions.

Homework Assignments
Students will also be required to complete six (6) additional assignments given through Canvas. These include three (3) online data collection assignments; and three (3) video assignments. These assignments are designed to provide a broader context to the technical and theoretical assignments provided in Aplia.

Grades

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Midterm</td>
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<tr>
<td>Total Aplia Score</td>
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<tr>
<td>Homework Assignments</td>
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</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
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<tr>
<td>Total</td>
<td>100%</td>
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Grading Scale

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<td>87 - 89</td>
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<tr>
<td>B</td>
<td>83 - 86</td>
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<tr>
<td>B-</td>
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<tr>
<td>D</td>
<td>63 - 66</td>
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<tr>
<td>D-</td>
<td>59 - 62</td>
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</table>

Course site login information
Information on how to login to your course site can be found [HERE](#).

Statement Regarding Students with Disabilities
Oregon State University is committed to student success; however, we do not require students to use accommodations nor will we provide them unless they are requested by the student. The student, as a legal adult, is responsible to request appropriate accommodations. The student must take the lead in applying to Disability Access Services (DAS) and submit requests for accommodations each term through DAS Online. OSU students apply to DAS and request accommodations at our [Getting Started with DAS](#) page.
Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098.

Additionally, Canvas, the learning management system through which this course is offered, provides a vendor statement certifying how the platform is accessible to students with disabilities.

**Academic Integrity and Student Conduct (OSU policy)**

Students are expected to be honest and ethical in their academic work. Intentional acts of academic dishonesty such as cheating or plagiarism may be penalized by imposing an “F” grade in the course.

Student conduct is governed by the universities policies, as explained in the Office of the Dean of Student Life: Student Conduct and Community Standards. In an academic community, students and faculty, and staff each have responsibility for maintaining an appropriate learning environment, whether online or in the classroom. Students, faculty, and staff have the responsibility to treat each other with understanding, dignity, and respect.

Students are expected to conduct themselves in the course (e.g. on discussion boards, email postings, etc.) in compliance with the university's regulations regarding civility. Students will be expected to treat all others with the same respect as they would want afforded to themselves. Disrespectful behavior (such as harassing behavior, personal insults, inappropriate language) or disruptive behaviors are unacceptable and can result in sanctions as defined by Student Conduct and Community Standards.

For more info on these topics please see:

- Statement of Expectations for Student Conduct
- Student Conduct and Community Standards - Offenses
- Policy On Disruptive Behavior

**Plagiarism**

You are expected to submit your own work in all your assignments, postings to the discussion board, and other communications, and to clearly give credit to the work of others when you use it. Academic dishonesty will result in a grade of “F.”

- Statement of Expectations for Student Conduct
- Avoiding Academic Dishonesty
Turnitin Plagiarism Prevention
Your instructor may ask you to submit one or more of your writings to Turnitin, a plagiarism prevention service. Your assignment content will be checked for potential plagiarism against Internet sources, academic journal articles, and the papers of other OSU students, for common or borrowed content. Turnitin generates a report that highlights any potentially unoriginal text in your paper. The report may be submitted directly to your instructor or your instructor may elect to have you submit initial drafts through Turnitin and you will receive the report allowing you the opportunity to make adjustments and ensure that all source material has been properly cited.

Papers you submit through Turnitin for this or any class will be added to the OSU Turnitin database and may be checked against other OSU paper submissions. You will retain all rights to your written work. For further information on Turnitin please click HERE.

Technical Assistance
If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online.

COURSE DEMO
GETTING STARTED

Tutoring
For information about possible tutoring for this course, please visit our Ecampus NetTutor page. Other resources include:

Writing Center
Online Writing Lab

Student Evaluation of Teaching
The online Student Evaluation of Teaching form will be available in week 9 and close at the end of finals week. Students will be sent instructions via ONID by the Office of Academic Programs, Assessment, and Accreditation. Students will log in to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted. Course evaluation results are very important and are used to help improve courses and the learning experience of future students. Results from questions are tabulated anonymously and go directly to instructors and unit heads/supervisors. Unless a comment is “signed,” which will associate a name with a comment, student comments on the open-ended questions are anonymous and forwarded to each instructor. “Signed” comments are forwarded to the unit head/supervisor.

Refund Policy information
Please see the Ecampus website for policy information on refunds and late fees.