

**Marquette University**  
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Economics Courses

Business Administration, College of

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1-1-2010

## (2) Sample Syllabus: Econ 1001

Noreen Lephardt

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**ECON 1001: Spring 2010 DS 469 2:00 - 3:15 PM****MU Core: Individual and Social Behavior**

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**TEXT:** *Please see D2L for the Information on Accessing APLIA*

*Economics: Public and Private Choice* 12<sup>th</sup> ed. (e-book and APLIA ACCESS) by Gwartney, Stroup, Sobel and Macpherson. Cengage Learning: Thomson Southwestern Publishing Company: USA. **Purchase the book on-line.**

**TEXT COMPANION SITE:** This text can be found at: [Economics - Book Companion Site](#) There are many additional learning tools available at this site.

**COURSE MATERIALS:** Materials for this class are found on available on D2L. This includes the power point from the textbook, power points I create for this class, and other in-class learning tools and exercises.

**WALL STREET JOURNAL:** I highly recommend signing up for the WSJ or start reading some business publication. I will use examples in class from the WSJ. It is imperative that you get in the habit of business reading for personal and professional life.

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**COURSE OBJECTIVES**

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1. Demonstrate on exams, homework and projects the ability to understand and correctly use the basic tools of Micro and the Macro economics thinking and analysis in order to be an economically literate adult and an intelligent and informed decision maker.
2. Develop and utilize the critical thinking skills associated with the “economic way of thinking and reasoning” to analyze social, political, business and individual decision-making.
3. Apply the skills of math and quantitative reasoning and be able to identify, understand, and use correct economic information and data to analyze and interpret economic issues
4. Clearly write about and communicate ideas from an economic perspective.

5. Understand the economic implications of policy and public decision-making in order to be a more productive and intelligent global citizen.
6. Develop as sense of how ethics and morality are elements of economic thinking and evaluation.

## **COURSE OVERVIEW**

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Welcome to Econ 1001! This is an exciting and relevant course in your college curriculum. It gives you a “user’s approach” to thinking and reasoning economically. One of the main objectives is to develop your economic literacy and knowledge so that you are able to make reasoned and accurate decisions about Macro and Micro economic issues and policies.

This class is an important foundation for the development of your complex, relational reasoning and analytical thinking. The basic tools of economics and application of quantitative reasoning you will be learning provide a solid and reliable method of critical thinking, evaluating and decision-making. Your effort to learn and understand the concepts presented in class will provide you with life-long tools of analysis and objective evaluation. You will be able to apply you skills to the understanding and assessment of social, business, and political issues

We will start with learning to use economic reasoning to evaluate the micro or specific issues. In Micro we start with the individual and then cover basic models of supply and demand, theory of the firm and selected micro issues. You will utilize math reasoning, finding and using economic data to understand, evaluate and predict outcomes. You will have opportunities as individuals and teams to practice and apply these leaning objectives.

We will also look at Macroeconomic concepts and models. We start with the big picture of what are the basic macro economic indicators of the health of the US macro economy and the global economy. In this section of the course we will focus on learning the economic measurements used to evaluate the over-all health of the economy. We will also spend time looking at data from a variety of sources. You and your team will be required to write a policy paper predicting what will happen to the macro economy based on economic data you collect from various government sources, the WSJ and articles that predict or discuss the macro economy.

Long after this course, the discipline and rigor of your studying will benefit you! The true test of what you learn in economics is how you utilize your knowledge. Hopefully this course will give you a foundation that will help you as you expand your depth and understanding of the world around you. Economics provides a paradigm to use as you experience, evaluate and make decisions on a personal, social and political level that are based on sound objective reasoning fortified by your ethical and moral standards

## **GUIDELINES FOR SUCCESS**

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Some things you can do to increase your learning and get better grades:

1. Participate! Be prepared for discussion in the classroom, take on the challenge!
2. Read the assigned text before class, use the support materials provided.
3. Rewrite your notes as soon as you can after the lecture and add anything from the text that may enhance your understanding
4. If you have trouble remembering basic concepts and ideas make flashcards
5. Use the textbooks resources.
6. Talk with the Graduate assistant
7. Ask questions in class and in my office.

## **ATTENDANCE**

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I take attendance in Econ 2003. I believe class attendance and active participation increases the probabilities of learning and retaining what you have learned. I will have a seating chart to get to know your names as well as taking attendance. I do care about your success, and I know that attendance has a correlation with a better grade in this class. The College of Business Policy on Attendance is as follows:

*When a student has absences in hours equal to two weeks of class periods, he or she may be dropped without warning, earning a grade of WA at the request of the instructor of the dean of the college. After the WA grade has been issued the student may not apply for a grade of W. All students enrolled in courses taught by the College of Business Administration must conform to the attendance policy in effect in the College of Business even though they are registered through another college or division in the University.*

I hold the right to exercise the above policy.

Participation and attendance have an impact on your grade on the margin.

## **ACADEMIC INTEGRITY**

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**I HOLD EACH OF YOU RESPONSIBLE FOR ACADEMIC HONESTY AND I BELIEVE YOU WILL DEMONSTRATE THE HIGHEST STANDARDS OF ACADEMIC INTEGRITY.**

One of the treasures of obtaining an education at Marquette University is the value of integrity, ethics and morality that you have accepted as a part of your education, and I cherish as an educator. I assume that you are all walking the path of integrity and honesty and I will hold you to those high standards. Consequences associated with academic dishonesty are outlined on line at: [Academic Dishonest Policy at Marquette University](#).

All written assignments are subject to submission to a plagiarism detection service such as 'Turnitin'. Students are required to turn in electronic versions of their written assignments in addition to printed versions.

Please be informed that I will exercise all avenues of discipline if you cheat or break the rules of academic integrity.

## **ASSESSMENT at MU**

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### **College of Business Administration Assessment Statement**

The fundamental mission of the College of Business Administration is to provide a quality education grounded in Catholic, Jesuit intellectual values. Students are expected to learn how to function effectively in a diverse and global economy and develop into responsible members of the business community. As one of many methods of assuring that the goals of our educational mission are successfully met, the college regularly and systematically engages in the assessment of these competencies

Students in the Bachelor of Science in Business Administration program are assessed on their ability to reason ethically, communicate effectively, analyze critically, and understand local, national and global business and cultural issues. Students in our MBA programs are also assessed on their competency to communicate effectively, reason ethically and apply critical thinking, as well as their capacity to comprehend the global strategic issues of firms and perform fundamental activities of business managers. Students in our other graduate programs are assessed on specific competencies related to their disciplines.

Assessment takes place each semester in all programs and settings using quantifiable measures to gather and analyze information to help continuously improve the educational process. The College of Business Administration is dedicated to successfully providing a quality education for all students. Assessment is the continuous improvement process of evaluating our success. More information on assessment can be found at [\(http://www.marquette.edu/assessment/\)](http://www.marquette.edu/assessment/) or <http://www.busadm.mu.edu/undergraduate/LearningObjectives.shtml>

The College of Business UNDERGRADUATE assessment goals are:

1. Apply effective written and oral communication skills to business situations
2. Analyze the global business environment
3. Analyze the local business environment
4. Use critical thinking skills in business situations
5. Apply an ethical understanding and perspective to business situations

For more information regarding assessment at MU please visit the MU Assessment Website: [Assessment at Marquette \(http://www.marquette.edu/assessment/\)](http://www.marquette.edu/assessment/)

## **COURSE MATERIAL**

Course Material will be available on **D2L** as we progress through the semester. If you are not familiar with D2L please be sure to ask me for help! You must access D2L the first week of class.

The Companion site to your text has MC questions, flashcards and other FREE learning tools. The book has recently been sold to Cengage so use the following URL to access the student companion website: [Economics - Book Companion Site](#)

This is hot linked so if you open the syllabus from D2L it will take you to the webpage.

**Make sure to take advantage of the support material!! I can only offer you this opportunity you are the one who determined the costs and the benefits of your behavior!**

## **COURSE EVALUATION CRITERIA**

It is your responsibility to keep all of your graded material. Every attempt is made to record grades accurately, but in the event of an error you will then have the proof of your grade. You will also need the material to study for the final exam. **Dates** for the exams, homework, project and quizzes are on the reading assignment sheets.

- 1. Three Exams (60%)**
- 2. Ten APLIA Home works (20%) ( best grades to be used for your homework)**
- 3. One Economic Application Topic (20 %)**

## **EXPLANATIONS OF COURSE EVALUATION**

### **I. Three Exams (60% of your grade; based on the average of the three exams)**

Exam 1: Micro through demand (Core Economics)

Exam 2: Micro Applications and Macro Core

Exam 3: Macro Money and Policy

### **Exam Information (60%): Grading**

1. Your Exam Average for the three exams will contribute to 60% of your final grade. Check the course syllabus for the dates. They are equally weighted.
2. There **are no make-up exams**. Your final exam will substitute for the missed exam and you will lose 5 points from that grade being substituted into the missing exam

3. The exams will consist of multiple-choice questions, and graphing and/or short answers when appropriate. **You will be given information about the content of each exam to prepare for the exam.**

**II. One Social Issues (20 % of your grade) or Current Topic (MORE INFORMATION WILL BE PROVIDED UNDER SEAPARATE COVER)**

This is based on the Special Topics in the back of the book

**III. TEN INDIVIDUAL APLIA HOMEWORK ON LINE (SEE D2L) INSTRUCTIONS**

You have 10 assigned APLIA Home works. I will use the best 9 for your grades. There is no make-up homework.

This is the first time I am using an on-line Homework as part of your grade rather than in-class quizzes. Part of my rationale is to accommodate your busy schedules and the fact that there is value in being able to use your text as a resource while learning. You will have an opportunity to give feedback on APLIA at the end of the semester. It will be 20% of your grade.

**GRADING SCALE**

A	= 93 and above	C	= 68- 73
AB	= 86 – 92	CD	= 57-67
B	= 80 - 85	D	= 51-56
BC	= 74 - 79	F	= 50 AND BELOW

I will keep your grades on D2L. I ask you to keep your scored exams, and projects in the event of an input error, or data being lost by virus etc. **You are responsible to let me know if any grade on D2L is incorrect or missing.**