



FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY

**DEPARTMENT OF ECONOMICS AND PLD  
FALL SEMESTER 2023  
CREDIT HOURS: 3  
ECO 2013E\_501\_2238: Principles of Economics**

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**INSTRUCTOR:** William J Guerilus, MS, ESQ.  
**OFFICE HOURS:** Via email ONLY  
**OFFICE LOCATION:** No office on campus, email and/or telephone only and in rare situation, appointments can be made.  
**CLASS MEETING:** Online  
**CLASS LOCATION:** Online  
**EMAIL:** Canvas Mail or [William.guerilus@fam.u.edu](mailto:William.guerilus@fam.u.edu)  
**WEBSITE:** <http://fam.u.edu>

**TEXT:** William A. McEachern Micro: ECON6: Principles of Macroeconomics 6<sup>th</sup> Ed. Cengage, Print in 2018.

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**COURSE DESCRIPTION:**

This course will introduce the student to the study of macro economy. The successful student will demonstrate an understanding of topics such as supply and demand, cost-benefit analysis, opportunity costs, individual economic decision-making, market structures and performance, and specific macroeconomic topics such as Gross Domestic Product, unemployment, inflation, business cycles, and fiscal and monetary policy. Analysis of policy issues will be an important feature of this course.

**Expected Learning Outcomes:**

Upon completion of ECO 2013, students will be able to:

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1. Know how the overall economic structure of the domestic economy integrates from the individual to global interactions. Beginning with a thorough examination of all economic agents (Individual, household, Firm(s), and Government), their engagement into economic activities (Production, Exchange and Consumption), economic objectives (Optimize or Equilibrium) and ultimately the difference between the three broader theories of economics, namely: Macroeconomics, Microeconomics and International Economics.
2. Comprehend the relationship between economic agents that evolves into a broader structure of the distribution of goods and services. Students will be given a concise analysis of how and why economic systems (Market, Command and Mixed) differ.
3. Identify and explain (written and oral) the entire concepts of interactions between buyers and sellers on a general level, or what is commonly called, the study of supply and demand. More precisely, students will know the differences between supply (demand) and quantity supplied (quantity demanded) and what causes a change in each, which ultimately affect prices. During this process, students will be given extensive models of how markets work by using examples that are current events or personal application. Students will know all determinants of prices on a general level, applicable to subsequent courses.
4. Have a thorough knowledge of how the general macroeconomy works. They will know the differences between Real and Nominal GDP, how each is determined, what causes inflation and what causes shocks. They will differentiate the rationale and implications of Fiscal and Monetary policy impacts on important macroeconomic variables. Students will be given a meticulous understanding and will be able to explain the workings of the monetary system (interest rate determination), Keynesian versus Classical theories applied to fiscal policy or laissez faire.
5. Use all knowledge defined above to transfer economic concepts learned in this course to subsequent courses such as International Economics, Intermediate Macroeconomics, and Money and Banking.

### **SBI MISSION STATEMENT**

The Mission of the School of Business and Industry (SBI) at Florida A&M University is to produce graduates capable of excelling as future leaders in global business, industry, and commerce by:

- Providing innovative academic, professional development, and internship experiences in an enlightened, ethical, and stimulating student-centered learning environment.
- Developing, supporting, and creating opportunities for a diverse qualified faculty and staff committed to “excellence with caring” through high quality teaching, relevant intellectual contributions, and meaningful service with an emphasis on teaching.
- Creating an environment in which shared governance, collegiality, openness, respect for

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- others, and individual and mutual responsibility and accountability flourish.
- Embracing the University’s historic mission of educating African Americans while recruiting students of all races and ethnic origins with strong academic backgrounds committed to the pursuit of excellence.
  - Developing new, and expanding existing, creative partnerships with alumni, and private and public stakeholders to maintain the relevance and currency of our academic programs.
  - Promoting an environment of continuous improvement by acquiring and developing the necessary human, physical, financial, and technological resources to maintain our competitive edge.

**SBI VISION STATEMENT**

The School of Business and Industry aspires to be recognized nationally and internationally as a preeminent center of excellence in business.

**SBI PHILOSOPHY**

It is the position of the School of Business and Industry that professional success is dependent on more than demonstrated technical competence in one’s area of study. Technical competence constitutes but the basic minimum requirements for securing employment and advancing in employment. It is SBI’s belief that professional success requires behavioral competence, in addition to technical competence. Behavioral competence within SBI consists of:

- (1) High Degree of interpersonal skills;
- (2) An intense awareness of current developments in the business world, and
- (3) An ability to apply specific techniques to goal achievement within shifting contextual demands, in short, the use of judgment.

**Undergraduate Learning Goals (Business Administration and Accounting Degree Programs)**

<b><u>Learning Goals</u></b>	<b><u>Learning Objectives</u></b>	<b><u>Course Assessments</u></b>
<b>Critical Thinking Skills:</b> Students will have the ability to identify, isolate and find relationships among business administration concepts or problems and to draw sound inferences from multiple perspective.	1. Identify, isolate and find relationships among concepts or problems 2. Draw sound inferences from multiple perspectives.	Critical thinking assignment
<b>Communication Skills:</b> Students will have the ability to influence and inform others through the effective presentation of business administration and accounting principles, practices and ideas utilizing oral, written, and graphic expressions.	1. Develop and present professional quality oral presentations. 2. Prepare professional quality written business documents.	Oral assignment

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<p><b>Content/Discipline Knowledge:</b> Students will have the ability to demonstrate discipline-specific knowledge in business administration.</p>	<p>Our students will recognize and apply concepts, principles and theories in the Business Administration program from the following disciplines: Accounting, Finance, Information Systems, Operations Management, Management and Marketing.</p>	<p>Homework/Quizzes/Exams</p>
<p><b>Ethical Understanding:</b> Students will have the ability to identify and evaluate ethical issues in business administration and develop a framework for reporting and making appropriate business decisions.</p>	<ol style="list-style-type: none"> <li>1. Identify issues that may present an ethical dilemma, and will articulate the consequences associated with unethical behavior.</li> <li>2. Identify an ethical dilemma and apply an ethics model to propose and defend a solution.</li> </ol>	<p>Discussion Board</p>
<p><b>Global Perspective:</b> Students will have the ability to identify and analyze global factors that will impact a business decision and apply the analysis of the factors to make the appropriate business decision.</p>	<ol style="list-style-type: none"> <li>1. Identify global factors that will impact a business decision.</li> <li>2. Analyze the impact of global factors on a business decision.</li> <li>3. Apply the global factor analysis to a given business decision and/or situation.</li> </ol>	
<p><b>Teamwork/Collaboration skills:</b> Students will have the ability to demonstrate effective teamwork/collaboration skills.</p>	<ol style="list-style-type: none"> <li>1. Demonstrate the ability to listen to others</li> <li>2. Demonstrate the ability to question team mates without attachment and judgment</li> </ol>	<p>Discussion board</p>

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	3. Demonstrate the ability to offer assistance to other team members	
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**Facility Management Degree Program Learning Outcomes (Please include in your syllabi if your course is in the FM curriculum)**

<b>Learning Goal/Outcomes</b>	<b>Learning Objectives/Competencies</b>	<b>Assessment Measures</b>
<b>Communication skills</b> - The students will be able to communicate the solution in the appropriate written and oral form.	<ol style="list-style-type: none"> <li>1. Develop and deliver professional quality oral presentations.</li> <li>2. Prepare professional quality written business documents.</li> </ol>	Oral assignment
<b>Emergency Preparedness and Business Continuity</b> - The student will be able to develop emergency plans, risk management plans, and business operations continuity plans.	<ol style="list-style-type: none"> <li>1. Demonstrate an understanding of strategic planning to support emergency preparedness, risk management, and business continuity.</li> <li>2. Be able to select the strategies and contingency plans to support continuous business operations.</li> </ol>	
<b>Environmental Stewardship and Sustainability</b> – The students will be able to develop and implement a plan to insure environmental stewardship and sustainability.	<ol style="list-style-type: none"> <li>1. Develop a plan to insure environmental stewardship and sustainability.</li> <li>2. Be able to implement to insure environmental stewardship and sustainability.</li> </ol>	
<b>Finance and Business</b> - The students will be able to make well-informed advanced financial management decisions. Students will be able to apply methods from a variety of disciplines to solve business problems.	<ol style="list-style-type: none"> <li>1. Understand and employ advanced financial management decision-making.</li> <li>2. Apply methods from a variety of disciplines to solve business problems.</li> </ol>	Homework/Quizzes/Exams

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<b>Human Factors</b> – The students will be able to make informed decisions about managing human resources.	1. Translate and practice making informed human resources decisions.	
<b>Leadership and Strategy</b> – The students will have leadership and strategic decision making skills	1. Demonstrate understanding of strategic leadership concepts and practices. 2. Be able to influence the attitudes and behaviors of others to accomplish a team goal. 3. Outline strategies for leading an individual or a team	
<b>Operations and Maintenance</b> – The students will be able to make informed decisions about facility operations and maintenance.	Appraise operations and maintenance situations and develop a plan of action to address the issue.	
<b>Project Management</b> - The students will be able to analyze a problem and design a project for its solution	Analyze a facility management problem and create a project for its solution.	
<b>Quality</b> – The students will be able to make informed decisions about quality management.	Apply a quality management decision model to an organizational dilemma.	Homework/Quizzes/Exams
<b>Real Estate and Property Management</b> – The student will be able to make informed decisions real estate and property management.	Examine real estate and property management dilemmas and devise appropriate decisions.	
<b>Technology</b> - The student will be able to select appropriate hardware, software,	Design a technology plan that requires the students to select appropriate hardware, software,	

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telecommunications and database technology to support business operations	telecommunications and database technology to support business operations.	
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## **ASSESSMENT:**

**A. Attendance:** The Florida A&M University Student Handbook provides nine steps to getting good grades in college, the first of which states “Attend Every Class. If you want to get good grades in college, you must attend every class—not almost every class—every class.” Now I’ve realized this is an online course but your participation in class activities such as group’s discussions (discussion board) depicts that you’re attentive and up to date with the class readings and assignments. From my personal experience, it is significantly harder to catch up in an online course than you would in a traditional classroom if you happen to fall behind. My advice to you is to check Blackboard for announcements and assignments, ***check your email daily*** (at least), and keep up with all your assignments.

**B. Examinations:** There will be four (4) unit exams in this course. All the exam dates are depicted in the “Course Calendar” section of the syllabus, the last page of this syllabus. Generally, the exam will be available early in the morning on the day in which it starts (Monday) and closes at 11:59pm on the due date (Sunday). Each exam is worth 12.5% and all 4 exams add up to 50% of the final grade in the course.

**C. Quizzes:** The course is consisted of 4 module quizzes, one for each module, that add up to a total of 20% of your overall grades in the course. Each quiz is available and due at the same time as that particular section’s exam and discussion board assignment. The quizzes are like mini exams and very useful in preparation for the actual exam. Again, please see the course calendar for all the dates.

**D. Homework:** The course is consisted of 13 (different) chapter homework that add up to a total of 20% of your overall grades in the course. Similar to the chapter quizzes, each home is available and due at the same time as that particular section’s exam and discussion board assignment.

**E. Discussion Board:** We will be having four (5) different discussions assignments (4 sectional ones & 1 introductory one), which accounts for 10% of your final grade, one discussion per unit. Any topic is welcomed, but I want the discussion board topics to MAINLY be related to the current “module” (chapters) which is being discussed (past units/chapters/materials are acceptable especially if it helps with the understanding of the current module/topic/chapter). ***Every student is required to post on the discussion board AT LEAST six (6) times per “MODULE/SECTION” and all your six (6) posts CANNOT all be done in the same day.*** If all your 6 posts are all done in one day, I will simply count them as **ONE POST; thus, receiving partial credit.** To clarify, you may post as many times as you want when you visit the

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discussion board. However, you must make multiple trips to the discussion board to receive full credit (posts must occur on multiple dates). My advice to post at visit the discussion board and post AT LEAST once a week. And failure to adhere to the course’s policy will result in zero or partial credit for that particular discussion board assignment. **Original posts** [threads], **replies** to other students’ posts, **summarizations key concepts**/points will **ALL BE COUNTED** toward your six (6) posts. In other words, any kind of post will be counted as long as the post deals with this course. I strongly suggest that you keep the board as lively as possible and help answering each other’s questions amongst yourselves because it will definitely make the process much more interesting, easier and more importantly, it will greatly help preparing you for the quizzes and exams. Furthermore, there is **NO NEED** to label your posts like “Post #1” or “Post #3” because I can see and count exactly what each student posts. For a better and smoother discussion board, simply title your topic/post like "Opportunity Cost" or "The Law of Demand"; it makes it easier for me, and other students to follow. Again, this is a place for you guys to share ideas and communicate with each other so post as much as you want. In other words, it is our version of a classroom discussion. It is NOT intended to be formal and complicated. It's a “hangout place” to discuss economics as well as current events and that's all the discussion board is designed to be about. However, most or all your posts **CANNOT** be meaningless; simply posting things like “add me to group me” or “good luck on the exam/quiz.” If that’s all your posts are about, you will **NOT** receive full credit. Also, each discussion board will always close on the same day as that respective exam. For instance, module 1 discussion board will be closed on the same day as unit 1 exam.

**GRADING COMPOSITION:**

The weights for the following coursework are as follows:

Exam 1.....	12.5%
Exam 2.....	12.5%
Exam 3.....	12.5%
Exam 4.....	12.5%
Quizzes.....	20%
Homework.....	20%
Blackboard discussion(5).....	10%

Below is the grading scale:

90% and above	=	A
80%-89%	=	B
70%-79%	=	C
60%-69%	=	D
59% and below	=	F

**MISSED EXAMS/ASSIGNMENTS:**

Due to the fact that all the assignments will be conducted online with students having multiple weeks to complete them, ONLY OFFICIAL EXCUSES from Florida A&M University will be accepted should a student fails to complete an exam within the given time period. And if you

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must miss an assignment (exam), be sure to notify me immediately, preferably prior to the exam. After providing me with an official excuse from FAMU, an alternative time will be arranged that is as close as possible to the original date and time of the exam. In short, **NO EXCUSE IS VALID, UNLESS SIGNED BY YOUR RESPECTIVE DEAN. AND IF YOU FAILED TO COMPLETE AN ASSIGNMENT AND DO NOT HAVE AN OFFICIAL FAMU EXCUSE, PLEASE DO NOT BOTHER EMAILING ME, BECAUSE I WILL NOT RE-OPEN THAT PARTICULAR ASSIGNMENT.**

**POLICY STATEMENT ON NON-DISCRIMINATION:**

It is the policy of Florida Agricultural and Mechanical University to assure that each member of the University community be permitted to work or attend classes in an environment free from any form of discrimination including race, religion, color, age, disability, sex, marital status, national origin, veteran status and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the University and employment.

**ACADEMIC HONESTY POLICY:**

Florida A&M University is dedicated not only to the advancement of knowledge and learning, but is concerned with the development of responsible personal and social conduct. By enrolling at Florida A&M University, students assume the responsibility for becoming familiar with and abiding by the general rules of conduct. Students who engage in any prohibited or unlawful acts that result in disruption of a class may be directed by the faculty member to leave the class. Violation of any Florida A&M University policies or classroom rules may lead to disciplinary action up to and including expulsion from the college. The Student Code of Conduct in the current Florida A&M University Student Handbook

**ADA COMPLIANCE:**

To comply with the provisions of the Americans with Disabilities Act (ADA), please advise instructor of accommodations required to insure participation in this course. Documentation of disability is required and should be submitted to CeDAR. For additional information please contact the CeDAR at (850) 599-3180. Please complete your accommodation requirements with CeDAR within the first two weeks of the semester. Please see the University website for more information: [https://www.famu.edu/index.cfm?EOP&AmericanswithDisabilitiesAct\(ADA\)](https://www.famu.edu/index.cfm?EOP&AmericanswithDisabilitiesAct(ADA))

**GRADE CHANGE POLICY:**

Grade changes can be made for the following reasons: (a) when it is determined that a grade was recorded in error, (b) when removing "I" grades and (c) as a result of a student's successful appeal of a grade. Academic units wishing to request grade changes must submit a "Grade Change and Academic Record Update Form" to the Registrar's Office for approval and processing. The form must contain the signature of the respective academic Dean in order to be processed. Please see the University's website for more information: <https://www.famu.edu/index.cfm?Registrar&GradingPolicy>.

**ASSIGNING "I" GRADES:**

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A student who is passing a course, but has not completed all of the required work by the end of the term may, with the permission of the instructor, be assigned a grade of "I."

- Grades of "I" are not assigned to any course that a student fails to attend or if a student withdraws from the University.
- A student should not register for a course(s) in which incomplete grades have been received. If he or she does, the original "I" will automatically be changed to a permanent grade of "F."
- Incomplete "I" grades will not count as hours attempted in computing cumulative grade point averages.
- It is the responsibility of the student to make arrangements with the instructor for the removal of an incomplete grade.
- All incomplete grades must be removed by the last day of classes of the term in which the student is next enrolled, or the grade will be changed to "F."

Please see the University's website for more information:  
<https://www.famu.edu/index.cfm?Registrar&GradingPolicy>.

### **STUDENT CODE OF CLASSROOM CONDUCT:**

Florida A&M University is dedicated not only to the advancement of knowledge and learning, but is concerned with the development of responsible personal and social conduct. By enrolling at Florida A&M University, students assume the responsibility for becoming familiar with and abiding by the general rules of conduct. Students who engage in any prohibited or unlawful acts that result in disruption of a class may be directed by the faculty member to leave the class. Violation of any Florida A&M University policies or classroom rules may lead to disciplinary action up to and including expulsion from the college. The Student Code of Conduct in the current Florida A&M University Student Handbook.

### **STUDENT'S PRIVACY:**

The Buckley Amendment requires in part that faculty members may not release information relating to the education of students to other persons without the student's written consent. Parents of Dual Enrollment students may, at times, request a meeting with a faculty member. Before such meeting, the faculty member must first have the student sign a "Student Consent to Release Educational Records" form. Though possibly cumbersome, this procedure protects the student and the college.

### **ACCOMMODATIONS:**

Reasonable accommodations are available for students who have a documented disability. Please notify the instructor during the first week of class of any accommodations needed for this course. Late notification may cause the requested accommodations to be unavailable. All accommodations must be approved through the Office for Students with Disabilities (OSD).

**STUDENT'S RESPONSIBILITY:** The student is responsible for all reading of text and reading materials given by the professor. It is the student's responsibility to learn!

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**REGARDING COVID-19:**

“Wearing a face covering in public can help prevent the spread of COVID-19 in the community. In accordance with guidance from the Centers for Disease Control and Prevention (CDC) and the Florida Department of Health, Florida A&M University has determined that everyone will be required to wear a face covering in university buildings, including classrooms. You **MUST** wear a face covering appropriately (i.e., covering both your mouth and nose) in the building if you are attending class in person. Everyone is expected to wear one while inside any university building or public space in which social/physical distancing cannot be observed. Face coverings other than those provided by the University are acceptable so long as they provide appropriate coverage (mouth and nose).

Students who choose not to wear a face covering may participate in class remotely, if available, but may not attend in person. Face coverings protect the health and safety of individual students as well as the health and safety of their classmates, instructor, and the university community. Anyone attending class in person without a face covering or whose face covering does not provide appropriate coverage will be asked to put one on, adjust the position of/replace their covering, or leave. Instructors will end class if anyone present refuses to appropriately wear a face covering for the duration of class. Students should observe signage or otherwise sit, stand, and situate themselves at least six feet away from their fellow students, faculty, and staff. Students who refuse to wear face coverings appropriately or adhere to other stated requirements may face disciplinary action for Student Code of Conduct violations. Students may consult with the Center for Disability Access and Resources (CeDAR) on a case-by-case basis for accommodations if they cannot wear a face covering. Students requiring such accommodations may be advised to take advantage of and participate in a section of the course offered through remote instruction, if available.

Additionally, students who are experiencing COVID-19 related symptoms must not attend class in person and are encouraged to contact a health care provider. Students must report their absence to the course instructor. Alternatively, students may contact Student Health Services to report their absence, who will work with the student to communicate with the course instructor.”

Finally, the University’s Student Code of Conduct provides language necessary to address behaviors that related to enforcement of COVID-19 requirements, including but not limited to:

- **Disorderly Conduct:** Behavior that disturbs the peace or undermines public safety, such as causing a disturbance or being unruly; failure to comply with the lawful order or reasonable request of an identified University official, any non-University law enforcement official, any non-University emergency responder, or any protective order.
- **Disruptive Behavior:** Disruption of a class, curricular, or University activity; obstruction of the free flow of pedestrian or vehicular traffic on University premises; interference with the rights of others to carry out their activities or duties at, or on behalf

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of the University; interference with the freedom of movement of any member or guest of the University; interference with the academic freedom and freedom of speech of any member or guest of the University; or any other act that impairs, interferes with or obstructs the mission, purposes, academic atmosphere, operations, processes, orderly conduct and/or functions of the University or the rights of other members of the University community.

- **Harassment:** Verbal or written abuse (including electronic communications or internet activity), threats, intimidation, coercion and/or other conduct that endangers the health, safety, or welfare of others, or places another individual in reasonable fear of physical harm or creates a hostile environment in which others are unable to reasonably conduct or participate in work, education, research, living or other activities. Harassment also includes actions defined in University Regulation 10.103.
  - **Noncompliance with a University Official's Directive:** Failure to comply with oral or written instruction from a University official (i.e. faculty, staff, administration, residence hall staff, law enforcement officer) acting within the scope of their job duties.
  - **Violation of Law:** Violation of federal or state law or rules, local ordinance, or laws of other national jurisdictions; Florida Board of Governors Regulation; any other University regulation rule, or University Board of Trustees Policy.
- Referrals to Office of Student Conduct & Conflict Resolution for noncompliance may result in the student being informed, in writing, that their behavior is in violation of the University's community standards and further violations will result in formal conduct action. Formal conduct action or blatant disregard for the University's standards may result in disciplinary probation, suspension, or expulsion from the University. The Office of Student Conduct and Conflict Resolution may also contact the instructor directly to gather detailed information surrounding the incident.

**REGARDING SPOTTER EDU:**

Students are expected to make the most of the educational opportunities available by regularly attending classes and laboratory periods. The university reserves the right to address individual cases of non-attendance. Your professor will be using Spotter (an automated attendance monitoring platform) to record your attendance for this class.

To enable this, you are required to:

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1. Download SpotterEDU from the App store (Android or iOS)
2. Install the App and go through the provided setup process
3. KEEP BLUETOOTH ON for entire class period

It is your responsibility to:

- a. Ensure your phone is not in airplane mode, or low battery. SpotterEDU uses about 2% of your battery for an entire day of use.
- b. Check the app each class period to ensure your attendance was confirmed. If not, stop to see the Professor before leaving class. Emails or any other excuse given after class period will not be accepted

SpotterEDU only monitors class attendance during your scheduled class time and does not know where you are if you are not in class.

PLEASE NOTE: YOU HAVE THE OPTION TO NOT DOWNLOAD AND USE THE SPOTTER APPLICATION. HOWEVER, IF YOU DO NOT USE SPOTTER, YOU ARE REQUIRED TO NOTIFY THE FACULTY MEMBER ABOUT WHETHER YOU ARE IN EACH CLASS.

**DISCLAIMER:** Changes in the syllabus, schedule, and/or college policy may be made at any time during the semester. A revised syllabus may be issued at the discretion of the professor.

### **SCHOOL OF BUSINESS & INDUSTRY POLICIES**

#### **PROFESSIONALISM:**

- Professional behavior is required and encompasses all of the following: attendance, participation, preparation, initiative, etc. (see rubric on Blackboard).
- Class attendance **AND** participation are required.  
The school's attendance policies will be strictly enforced. An absence is considered excused only when the proper university documentation is presented within two weeks after the absence. Each student may use the credit hours of unexcused absences without penalty. You may receive an "F" in the course after the maximum allowable of unexcused absences.
- Per the University Registrar's website:  
"Students are expected to make the most of the educational opportunities available by regularly attending classes and laboratory periods. The university reserves the right to address individual cases of non-attendance."

Students are responsible for all assignments, quizzes, and examinations at the time they

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are due and may not use their absence from class as a plea for extensions of time to complete assignments or for permission to take make-up examinations or quizzes.

Absence from class for cause: (a) participation in recognized university activities, (b) personal illness properly certified, or (c) emergencies caused by circumstances over which the student has no immediate control may be excused by the dean or director of the unit in which the student is enrolled.

Specifically, the class attendance regulations will apply to all students as follows:

A student will be permitted one unexcused absence per credit hour of the course he or she is attending. A student exceeding the number of unexcused absences may be assigned the grade of "F."

**Tardiness is unacceptable.** Tardiness will result in 5 points being deducted from your overall grade. If you are absent, you are still responsible for all work given in class.

**Late entrance into class is not acceptable. Late entrance is a distraction to your colleagues and will not be tolerated. Please be considerate of your colleagues.**

- **No cell phones! If a student's pager, cellular phone, PDA, or electronic device goes off during class, 5 points will be deducted from your overall grade.**
- Students must abide by the Dress Code. Students not adhering to dress code may be subjected to points being deducted from their overall grade.
- All students are expected to contribute meaningfully to class discussions. Doing coursework other than that of this class will result in points being deducted from your overall grade.

**Violation of these policies may negatively impact your grade in the class.**

### **DRESS CODE:**

*As a professional school, a dress code facilitates the overall professional development of students. **The following clothing items or styles are inappropriate for students attending class:***

1. Footwear: Bare feet, House Slippers
2. Pants: Pants or jeans with holes or cut out parts in inappropriate places
3. Skirts: Micro-mini skirts, shorts or skirts shorter than mid-thigh
4. Sleepwear, swimwear, dirty or very tight attire
5. Clothing with sexual, drug or violent graphics, themes or statements; derogatory or profane language
6. See through clothing or clothing that reveals undergarments
7. Provocative or revealing clothing that does not properly cover stomach, chest, breast, back, buttocks and/or pelvic areas, (e.g., midriffs, mesh, netted shirts, tube tops, crop tops, spaghetti strap tops/blouses without a jacket)

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8. Revealing piercings or tattoos on the stomach, chest, breast, back, buttocks and/or pelvic areas
9. Do-rags, skull caps\*, baseball caps, hoods\* or sunglasses\*
10. Wearing these items for medical, religious, or weather purposes is acceptable with documentation.

### **FATAL ERROR POLICY:**

It is imperative that business students demonstrate professional written communication skills to succeed in today's dynamic business world. As such, ALL written assignments in the School of Business and Industry (SBI) must meet a certain standard to be considered acceptable for collegiate work. As business students, it is expected that you have mastered the mechanics of writing. The writing assignments must adhere to proper spelling, punctuation, grammar, formatting and word usage standards. Errors related to these standards are unacceptable for college writing and are considered Fatal Errors. The fatal error policy allows instructors to focus on content, presentation and analysis rather than careless writing errors.

Fatal Errors include the following:

- Misspelled words
- Sentence fragments
- Run-on sentences or comma splices
- Incorrect sentence structure
- Mistakes in capitalization (or not capitalizing words that should be capitalized)
- Errors in punctuation (e.g., omitting commas, for example, "Roy Jr." should be "Roy, Jr.")
- Errors in verb tenses
- Errors in subject/verb agreement
- Lack of conformity with assignment format and other requirements
- Use of more than one font
- Improper formatting and citations
- Improper use of words (e.g., their instead of there; it's instead of its)
- Errors in the possessive form (e.g., Janes father should be Jane's father)
- Use of unprofessional language (e.g., the cops caught him; he was a bad guy, they messed up)
- Errors in using quotation marks; the only time quotation marks should be used is for direct quotes
- Incorrect word usage (e.g., sentences that are difficult/impossible to understand)
- Mixed formatting (e.g., document partly double spaced and partly single spaced)
- Use of incorrect relative pronouns

Assignments with **THREE or more** of the aforementioned "fatal errors" are considered UNACCEPTABLE. When the instructor identifies more than the allowed fatal errors, the assignment will be penalized (e.g., a lower assignment letter grade, "F" letter grade, and/or other appropriate actions), as determined by the Instructor.

### **SBI MOTTO**

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Students are, therefore, strongly encouraged to review all written assignments BEFORE they are submitted for grading. Students should also consult available resources for assistance with writing assignments.

#### Resources and Suggestions

- Spelling and grammar software  
and manuals

- English, writing and grammar textbooks

- FAMU Writing Lab

- Writing groups to proof read papers

### TO THE STUDENT

**Student Commitment:** Whether or not a student succeeds in a course depends on his or her interest and attitudes towards the course and college in general. It is very important to have a positive attitude because a course can be interesting and relevant only if you make it so. A positive attitude, in short, means that you are interested and motivated.

**Learn to Study:** All students want to succeed in school. However, a large number of them never make it. The techniques that help to produce success are numerous, and the following tip should familiarize you with some of them.

1. Whether or not a student succeeds in a course depends on his or her interest and attitudes towards the course and college in general. It is very important to have a positive attitude because a course can be interesting and relevant only if you make it so. A positive attitude, in short, means that you are interested and motivated.

2. Immediately after the beginning of the semester, develop a weekly study schedule. A schedule form is included in this material for your use. Try to plan at least two hours of study for every hour of class. It is also helpful to try to plan a daily review of about ten minutes for each subject. Likewise, plan some relaxation time each day. Once you have worked out your schedule, it is best to stick to it as well as you can.

3. When you study, try to find a suitable place free of noise and other distractions. The room should be cool and well lighted and equipped with all the study materials you need.

4. Six principles of learning that may be of some help are:

A. Will to Learn: As we have already mentioned, to retain knowledge successfully you must be actively motivated to learn.

B. Action Process: It is difficult to learn what you read just through passive absorption. More than likely, even though you read the material, your mind is not absorbing and retaining what you see. To learn, you need to concentrate actively on trying to absorb the information.

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C. Attention: Try to pay attention to what you are reading or observing. Don't let your attention wander.

D. Organization: Don't try to memorize the material. Instead, relate the different topics with each other and with previously learned material so that all of the information forms an organized pattern. The more facts you can relate together, the better you will know the subject.

E. Understanding: Determine the basic ideas the author is trying to get across. Put these ideas into a pattern.

F. Review: As the retention chart illustrates, we all immediately begin to forget what we just learned.

To slow this process of forgetting, it is best to review daily what you have already studied. A ten minute review per day for each subject is sufficient. Also, immediately after a class, it is helpful to review what was covered during the period. Learning must be retained, and reviewing improves retention.

### **YOUR TEXT -- HOW TO READ IT**

Don't just open your text and start reading. The time you spend may be wasted. Instead, use a system such as the "SQ4R" method presented below or develop your own system.

1. Survey Take a few minutes to skim the chapter titles of your text briefly. The idea is to familiarize yourself with the topics you will cover in the book and to see how these topics are related. Also, review the Learning Objectives for each chapter.

2. Question Look at the questions at the end of the chapter or in the study guide. Later, as you read each chapter in your text, try to answer the questions and to develop your own related questions.

3. Read Slowly read the chapter, searching for ideas rather than words. Make sure your mind is active and energetic. Read the chapter before it is discussed in class.

4. Recite After you finish each section and each assignment, mentally or verbally summarize what you have just covered. Try to answer the questions related to the section. If you cannot answer them, re-read the section.

5. Write Once you have read the chapter, go back through it to underline important passages and write margin notes. It also helps to outline the chapter in your course notebook.

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6. Review Within the next few days, review the chapter and your notes, trying to correlate the different sections. This procedure will give you a better grasp of the ideas that were presented in the text.

### **NOTE-TAKING**

When you read the textbook, you should take notes on what you read. Do not copy the words directly out of the book. Instead, write down the main points, digesting them into your own words. It is also helpful to develop a systematic outline style.

Marking in your textbook is a form of note-taking. An unmarked chapter is difficult to study. Again, develop your own systematic marking system, such as using single and double underlining to denote major and minor facts. The use of Roman and Arabic numerals is helpful. Summarizing or writing notes in the margins is also a useful technique. Keep your markings limited only to important or significant facts and concepts. Too much marking will be distracting.

### **FYI:**

- 1. I DO NOT NEGOTIATE GRADES.**
- 2. I DO NOT GIVE MAKE-UP TESTS FOR ANY REASON UNLESS YOU HAVE AN OFFICIAL UNIVERSITY EXCUSE.**

*\*This course syllabus is subject to change; however, students will be informed in advance before such changes.*

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# **COURSE CALENDAR**

## **Module 1:**

*Chapter 1: The Art and Science of Economic Analysis*

*Chapter 2: Economic Tools and Economic Systems*

*Chapter 3: Economic Decision Makers*

*Chapter 4: Demand, Supply and Markets*

**MODULE 1 QUIZ: (Aug 28<sup>th</sup> – Sept 24<sup>th</sup>)**

**MODULE 1 HOMEWORK: (Aug 28<sup>th</sup> – Sept 24<sup>th</sup>)**

**MODULE 1 DISCUSSION: (Aug 28<sup>th</sup> – Sept 24<sup>th</sup>)**

**MODULE 1 EXAM: (Sept 18<sup>th</sup> – Sept 24<sup>th</sup>)**

## **Module 2:**

*Chapter 6: Tracking the U.S. Economy*

*Chapter 7: Unemployment and Inflation*

*Chapter 8: Productivity and Growth*

**MODULE 2 QUIZ: (Sept 25<sup>th</sup> – Oct 22<sup>nd</sup>)**

**MODULE 2 HOMEWORK: (Sept 25<sup>th</sup> – Oct 22<sup>nd</sup>)**

**MODULE 2 DISCUSSION: (Sept 25<sup>th</sup> – Oct 22<sup>nd</sup>)**

**MODULE 2 EXAM: (Oct 16<sup>th</sup> – Oct 22<sup>nd</sup>)**

## **Module 3:**

*Chapter 11: Fiscal Policy*

*Chapter 13: Money and Financial System*

*Chapter 15: Money Theory and Policy*

**MODULE 3 QUIZ: (Oct 23<sup>rd</sup> – Nov 19<sup>th</sup>)**

**MODULE 3 HOMEWORK: (Oct 23<sup>rd</sup> – Nov 19<sup>th</sup>)**

**MODULE 3 DISCUSSION: (Oct 23<sup>rd</sup> – Nov 19<sup>th</sup>)**

**MODULE 3 EXAM: (Nov 13<sup>th</sup> – Nov 19<sup>th</sup>)**

## **Module 4:**

*Chapter 17: International Trade*

*Chapter 18: International Finance*

*Chapter 19: Economic Development*

**MODULE 4 QUIZ: (Nov 20<sup>th</sup> – Dec 14<sup>th</sup>)**

**MODULE 4 HOMEWORK: (Nov 20<sup>th</sup> – Dec 14<sup>th</sup>)**

**MODULE 4 DISCUSSION: (Nov 20<sup>th</sup> – Dec 14<sup>th</sup>)**

**MODULE 4 EXAM: (Dec 11<sup>th</sup> – Dec 14<sup>th</sup>)**

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