

# Syllabus: ECN 202 section 1



## Course Information

Course Title: Macroeconomics Principles

Course Prefix/Number: ECN 202

Semester: FALL 2025

Class Days/Times: ONLINE - Thursdays from 6pm to 8:30pm via ZOOM

Credit Hours: 3

## Instructor Information

Name: Dr. Gregory I. Redhouse

Phone/Voice Mail: N/A

E-mail: gredhouse@tocc.edu

Office location: Online

Office hours: By Appointment via ZOOM

## Course Description

Economic theory as applied to the operation of the economy as a whole. Includes economic decision making, economic systems, supply and demand model, goals and problems of the macro economy, foundations of the macro economy, fiscal policy and budgets, money, the role of financial institutions and the Federal Reserve, money creations, monetary theory and policy, the assessment of goals, tools, and policies of macroeconomics, and international trade.

## Course Objectives

- 1- Prepare the students for a career in the field of economics and/or business
- 2- Develop an understanding of the economic and business processes
- 3- To help develop organizational skills required in business
- 4- Review the history and development of business in the United States
- 5- Develop the correlation between people and business

## Student Learning Outcomes

- 1- Students will be able to define scarcity, macroeconomics, economic theory, economic policy, factors of production, production possibility model, and opportunity cost.
- 2- Students will be able to discuss and explain the market, the invisible hand principle, society's basic economic decisions, and how the market economy is compared and contrasted with the planned economy.

- 3- Students will be able to state and illustrate the Law of Demand, Law of Supply, equilibrium price and quantity, determinate that shift demand, supply, and the economic concept of elasticity.
- 4- Students will be able to describe the functions of money, the components of money supply, the functions of the Federal Reserve, and the role of the financial depository institutions.
- 5- Students will be able to discuss the role of fiscal policy as a tool used for macroeconomic stability.
- 6- Students will be able to summarize the factors affecting economic growth, macroeconomic trade-offs, and major macroeconomic viewpoints.

### **Course Structure**

Students will attend lectures via ZOOM from 6pm to 8:30pm on Thursday evenings; students will also be encouraged to participate in group discussions delegated by the professor. Students will review selected videos in CANVAS and chapter readings in LS Connect each week before completing the chapter assignments and the chapter quizzes. On average, students will be working on one (1) or two (2) chapter(s) each week; unless there are holidays observed by San Carlos Apache College (SCAC). Students will also be encouraged to participate in weekly blogging exercises by engaging in productive conversations with their peers and reflecting upon what they have learned from the lectures, the chapter readings, and/or the selected videos.

### **Course Learning Materials and Textbook Information**

The Macroeconomy Today by Bradley Schiller (17<sup>th</sup> Edition); Published by McGraw-Hill – Learn Smart (LS) Connect Learning System. Supplemental reading assignments will be posted in CANVAS and stem from selected websites, online academic journals, and/or social media.

### **Policies and Expectations (organized around SCAC's ARROW framework – accountability, respect, resilience, openness, and wisdom)**

**Accountability: (defines grade expectations and accountability for coursework; emphasizes students' responsibility for original work and proper citation; stresses punctuality, participation, and consequences of absences)**

## Evaluations and Grading & Assignments:

LS Connect - 21 Chapter Assignments	35%
LS Connect - 21 Chapter Quizzes	35%
Daily Discussion Blogs & Response Blogs	20%
Attendance & Participation; Weekly Zoom meeting	10%

---

Total 100%

POINTS: 90% to 100% = A, 80% to 89% = B, 70 to 79% = C, 60 to 69% = D, 59% and below = F

### Your grade will be determined by the following:

**Chapter Assignments & Chapter Quizzes** – After completing each chapter assignment (Smart Book), proceed with the online LS Connect Quiz for that particular chapter.

There will be a total of 21 chapter assignments; each followed by a quiz.

Students will be allowed a total of 3 attempts to earn the possible full points for each quiz.

Chapter Assignment (Smart Book) X 21 chapters (100 points each) = 2,100 possible points

Chapter Quiz X 21 Chapters (100 points each) = 2,100 possible points.

2,100 + 2,100 = 4,200 possible points for the LS Connect Portion (this will count for 70% of the overall grade).

**Discussion Blog** – Proceed to CANVAS and post one (1) conversation (your thoughts and opinions) in the Discussion Forum after you have reviewed the Chapter assignment(s) for that particular week. A Full Paragraph is required; this means between 5 to 8 complete sentences. Post your Discussion Blog by Monday, Tuesday, or Wednesday.

**Response Blog** – Proceed to CANVAS and select one (1) online peer's Discussion Blog and post a response to it; be sure to identify the peer and topic. Again, a Full Paragraph is required; between 5 to 8 complete sentences. Post your Response Blog by Thursday, Friday, or Saturday.

**Attendance & Participation in** Thursday evening Zoom classes & engaging in group discussions.

**Extra Credit:** Final Assignment (PSLO) – three (3) full pages; an argumentative essay, typed, doubled-spaced, 1-inch margins on all sides and in font-size twelve (12).

### **Attendance Policy**

You are expected to arrive to class on time and be prepared to participate in each class period. Four unexcused absences may result in withdrawal and a "W" or "Y" will be recorded. You may request to be excused from class for religious observances and practices, for illness, for school

or work-related travel or for personal or family emergency. If you will be absent, please notify the instructor as soon as possible. **(Revise as needed for the online environment.)**

### ***Academic Integrity:***

Violations of scholastic ethics are considered serious offenses by San Carlos Apache College. Students may consult the SCAC Student Handbook sections on student code of conduct, on scholastic ethics and on the grade appeal procedure.

All work done for this class must be your own, or the original work of your group. While you may discuss assignments with other class members, the final written project must clearly be original. You may use work from books and other materials if it is properly cited.

### **Instructor Withdrawals**

Students who have missed four consecutive classes (or the equivalent), or have not submitted any assignments nor taken any quizzes by the 45th day census report, due on [date of 45th day found in Academic Calendar on SCAC website], are assumed NOT to be participating in the class and may be withdrawn at the faculty member's discretion.

### **Student Withdrawals**

Students may withdraw from class at any time during the first 2/3 of the semester without instructor permission and without incurring any grade penalty. Please be sure to withdraw yourself by [withdrawal deadline date found in Academic Calendar on SCAC website] if you do not expect to complete the class; otherwise, you may receive an "F" grade.

## **RESPECT (Establishes a respectful learning environment free from discrimination; promotes a safe and inclusive campus).**

### **Equal Access Statement/Disability Accommodations**

San Carlos Apache College seeks to provide reasonable accommodations for qualified individuals with disabilities. The College will comply with all applicable regulations, and guidelines with respect to providing reasonable accommodations as required to ensure an equal educational opportunity. This process includes self-identifying as a student with a disability, providing supporting documentation of their disability, and being approved for services through the Disability Resources Office (DRO). It is the student's responsibility to make known to their instructor(s) the student's specific needs within the context of each class in order to receive appropriate accommodations. We will work together in order to develop an accommodation plan specifically designed to meet the individual student's requirements. For more information or to request academic accommodations, please contact: Anthony Osborn, TOCC Disabilities Resource Coordinator, aosborn@tocc.edu, or 520-383-0033 for additional information and assistance.

## **Title IX**

San Carlos Apache College encourages each student to have the knowledge and skills to be an active bystander who intervenes when anyone is observed or being harassed or endangered by sexual violence. Sexual discrimination and sexual violence can undermine students' academic success and quality of life on campus and beyond. We encourage students who have experienced or witnessed any form of sexual misconduct to talk about their experience and seek the support they need.

### **Conduct: Bias, Bullying, Discrimination and Harassment**

San Carlos Apache College faculty and staff are dedicated to creating a safe and supportive campus environment as a core value. Harassment based on age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status will not be tolerated.

## **RESILIENCE (Supports students facing unavoidable circumstances and recognizes hardships, while setting academic expectations).**

### ***Incomplete Policy***

Incomplete (I) grades are not awarded automatically. The student must request an "I" from the instructor who can choose to award an Incomplete only if all three of the following conditions are met:

1. The student must be in compliance with the attendance policy.
2. The student must have unavoidable circumstance that would prohibit the student from completing the course.
3. The student must have completed over 75% of the course requirements with at least a "C" grade.

Incompletes are not a substitute for incomplete work due to frequent absences or poor academic performance. Incomplete grades that are not made up by the end of the ninth week of the following semester will be automatically changed to an F if the agreed upon work, as stipulated on the written form signed by the instructor and the student when the I grade is awarded, is not completed.

### ***Special Withdrawals (Y) Grade***

The "Y" grade is an administrative withdrawal given at the instructor's option when no other grade is deemed appropriate. Your instructor must file a form stating the specific rationale, with documentation, for awarding this grade. "Y" grades are discouraged since they often affect students negatively. Your instructor will not award a "Y" grade without a strong reason.

## OPENNESS (Encourages open discussions between students and faculty and provides transparency about expectations and learning methods)

### Courses Outline and Important Dates

Week One (1)	Aug 18 <sup>th</sup> -23 <sup>rd</sup>	Chapter 1: Economics: The Core Issues
Week Two (2)	Aug 24 <sup>th</sup> -30 <sup>th</sup>	Chapter 2: The U.S. Economy: A Global View
Week Three (3)	Aug 31 <sup>st</sup> -Sep 6 <sup>th</sup> Sep 1 <sup>st</sup>	Chapter 3: Supply and Demand Labor Day; Holiday, No Classes
Week Four (4)	Sep 7 <sup>th</sup> -13 <sup>th</sup>	Chapter 4: The Role of Government
Week Five (5)	Sep 14 <sup>th</sup> -20 <sup>th</sup>	Chapter 5: National Income Accounting
Week Six (6)	Sep 21 <sup>st</sup> -27 <sup>th</sup> Sep 28 <sup>th</sup> – Oct 4 <sup>th</sup>	Chapter 6: Unemployment FALL BREAK; NO CLASSES
Week Seven (7)	Oct 5 <sup>th</sup> -11 <sup>th</sup>	Chapter 7: Inflation
Week Eight (8)	Oct 12 <sup>th</sup> -18 <sup>th</sup>	Chapter 8: The Business Cycle Chapter 9: Aggregate Demand
Week Nine (9)	Oct 19 <sup>th</sup> -25 <sup>th</sup>	Chapter 10: Self-Adjustment or Instability? Chapter 11: Fiscal Policy
Week Ten (10)	Oct 26 <sup>th</sup> -Nov 1 <sup>st</sup>	Chapter 12: Deficits and Debt Chapter 13: Money and Banks
Week Eleven (11)	Nov 2 <sup>nd</sup> -8 <sup>th</sup>	Chapter 14: The Federal Reserve System Chapter 15: Monetary Policy
Week Twelve (12)	Nov 9 <sup>th</sup> -15 <sup>th</sup> Nov 11 <sup>th</sup>	Chapter 16: Supply-Side Policy: Short-Run Options Chapter 17: Growth & Productivity: Long-Run Possibilities Veterans Day; Holiday, No Classes

Week Thirteen (13)	Nov 16 <sup>th</sup> -22 <sup>nd</sup>	Chapter 18: Theory versus Reality
Week Fourteen (14)	Nov 23 <sup>rd</sup> -29 <sup>th</sup>	Chapter 19: International Trade Chapter 20: International Finance
	Nov 27 <sup>th</sup> Nov 28 <sup>th</sup>	Thanksgiving Break; Holiday, No Classes Native American Heritage Day; Holiday, No Classes
Week Fifteen (15)	Nov 30 <sup>th</sup> -Dec 5 <sup>th</sup>	Chapter 21: Global Poverty
Week Sixteen (16)	Finals	Extra Credit: Final Assignment (PSLO) will be due by or before Monday, Dec 8 <sup>th</sup>

### ***Faculty/Student Communication***

A faculty member will respond to a student's communication within 24 hours of receiving the communication excluding weekends and college closures. If a course is online a faculty will login their Canvas classroom a minimum of three times per week spread evenly throughout the week and respond to any discussion posts and check on student progress in the course.

### ***Course Feedback:***

All assignments will be graded and returned to the students promptly, typically within a week after the assignment is closed for handing in. Email and phone messages will be returned within 24 hours. A student or the instructor may request a student conference at any time during the semester. Quarterly grade reports will be provided to each student, either in person, by email or via the electronic system of Canvas.

**WISDOM (Encourages evaluation, reasoning and diverse perspectives; emphasizes organized and audience-aware expression, and promotes learning from elders and cultural teachings for personal and academic growth)**

## **SCAC General Education Learning Outcomes**

### **Apache Wisdom**

Learning from the teachings carried on from Apache elders and other community leaders, students will appreciate their unique history, language, and culture as a source of strength for their personal, family, academic, and career aspirations.

### **Critical Thinking**

Approach critical issues, problems, or questions using creativity and deductive reasoning, evaluating evidence, acknowledging diverse perspectives and contexts, and synthesizing one's own viewpoint into ongoing conversations and debates.

**Communication**

Effectively express ideas orally and in writing. Good communication includes understanding one's audience, organizing one's thoughts, acknowledging and integrating outside sources, using the most recent technology, and following the accepted writing and citation conventions of the particular discipline.

**Environmental Literacy**

Students will understand their connection to social, cultural, physical, and global environments. Students will consider and evaluate strategies for cultural, community and global sustainability.

**DISCLAIMER:** This syllabus is designed to evolve and change throughout the semester based on class progress and interests. You will be notified of any changes as they occur.