



One College Drive, Blythe CA 92225
(760) 921-5500

Course Control Number: CCC000415882		
Course Outline Approval Dates		
Modality	Curriculum Committee	Board of Trustees
Face-to-face	3/14/2019	4/16/2019
Correspondence Ed.	3/14/2019	4/16/2019
Distance Ed.	3/14/2019	4/16/2019

COURSE OUTLINE OF RECORD

Course Information

Course Initiator: Sarah Frid			
CB01 - Subject and Course #: ECO 105			
CB02 - Course Title: Principles of Macroeconomics			
New Course: <input type="checkbox"/>		Non-Substantial: <input checked="" type="checkbox"/>	
		Substantial: <input type="checkbox"/>	
Articulation Request: <input checked="" type="checkbox"/> UC		<input checked="" type="checkbox"/> CSU	
		<input checked="" type="checkbox"/> CSU-GE	
		<input checked="" type="checkbox"/> IGETC	
Lecture Hours: 54		Laboratory Hours:	
		Clinical/Field Hours:	
CB06/CB07: Course Units: 3.0			
Prerequisites: Completion of MAT 095 or appropriate placement based on AB 705 mandates			
Co-requisites:			
Advisories:			
CB03 - TOP Code:		2204.00 - Economics	
CB04 - Credit Status:		D - Credit - Degree Applicable	
CB05 - Transfer Status:		A - Transferable to both UC and CSU	
CB08 - Basic Skills Status:		N - Course is not a basic skills course	
CB09 - SAM Priority Code:		E - Non-Occupational	
CB10 - Cooperative Work:		N - Is not part of Cooperative Work Experience Education Program	
CB11 - Course Classification:		Y - Credit Course	
CB13 - Approved Special:		N - Course is not a special class	
CB21 - Prior Transfer Level:		Y - Not Applicable	
CB22 - Noncredit Category:		Y - Credit Course	
CB23 - Funding Agency:		Y - Not Applicable	
CB24- Program Status:		1 - Program Applicable	
Transfer Request:		A= UC and CSU	

Please select the appropriate box(s) of the modalities in which this course will be offered, and fill out the appropriate sections for that mode.

- Face-to-Face – Section B
- Correspondence Education – Section C
- Distance Education – Section D

JUSTIFICATION OF NEED:

Need for course determined primarily by Labor Market Projections from Employment Development Department. Satisfies CSU-GE, AA, AS and certificate requirements.

CATALOG DESCRIPTION:

Introduction to the concepts and tools of macroeconomic analysis, especially as they apply to the United States economy. The major topics studied are resources, government expenditures and taxation, money and banking, national income determination, and business cycles.

COURSE OBJECTIVES:

1. Define real gross domestic product and relate business cycles to the overall long-run trend in real GDP in the United States.
2. Distinguish the three different types of unemployment and what is meant by the natural level of employment.
3. Define aggregate demand, represent it using a hypothetical aggregate demand curve, and identify and explain the three effects that cause this curve to slope downward.
4. Explain what a multiplier is and how it is calculated.
5. Identify the various policy choices available when an economy experiences an inflationary or recessionary gap and discuss some of the pros and cons that make these choices controversial.
6. Define economic growth and explain it using the production possibilities model and the concept of potential output.
7. Define what is meant by the money supply and tell what is included in the Federal Reserve System's two definitions (M1 / M2).
8. Identify and explain the tools of monetary policy and how the Fed creates and destroys money when it buys and sells federal government bonds.
9. Explain and illustrate how the bond market works and discuss the relationship between the price of a bond and its interest rate.
10. Understand the major components of U.S. government spending and sources of government revenues.
11. Explain how the various kinds of lags influence the effectiveness of discretionary fiscal policy.
12. Explain how investment affects aggregate demand and economic growth.
13. Discuss the main arguments economists make in support of free trade.
14. Discuss some of the pros and cons of different exchange rate systems.
15. Describe the relationship between inflation and unemployment that the Phillips curve expresses.
16. Describe the demographics of poverty in the United States.
17. Assess the effectiveness of government efforts to reduce discrimination in the United States.

STUDENT LEARNING OUTCOMES:

Upon successful completion of the course the student will be able to:

SLO #1

Understand how governments apply fiscal and monetary policy options to achieve desirable domestic economic goals and analyze the effect of those decisions on the global community.

SLO #2

Compare and contrast the global consequences of various nations' policies to control business fluctuations, inflation, and unemployment.

SLO #3

Understand how national income and gross domestic product are measured and interpreted.

A. COURSE OUTLINE AND SCOPE

1. Outline of topics or content:

1. The basic principles of economics
2. Economic graphs
3. U.S. in the global economy
4. Economic models
5. Equilibrium
6. Measuring domestic output, national income, and the price level
7. Types of economic systems
8. Mixed economy – private and public sectors
9. Government policy

- 10. Money and banking
- 11. Federal Reserve banks and monetary policy
- 12. Macroeconomic instability – unemployment and inflation

2. If a course contains laboratory or clinical/field hours, list examples of activities or topics:

3. Examples of reading assignments:

Reading assignments are required and may include, but are not limited to, the following:

Textbook chapters, financial pages of daily newspaper such as The Wall Street Journal, economic journals such as Federal Reserve Bulletins, reports by government agencies.

4. Examples of writing assignments:

Writing assignments are required and may include, but are not limited to, the following:

Writing assignments are required and will require application of critical analytical skills. Students will use and apply graphic analysis to economic problems, both in theory and in real world applications. Writing assignments may include essay examinations, analytical semester projects, reviews of current periodicals and position papers.

5. Appropriate assignments to be completed outside of class:

Outside assignments may include, but are not limited to, the following:

Students will complete reading and writing assignments as assigned by the instructor, which may include library, electronic and other research, position papers, reviews from current periodicals.

6. Appropriate assignments that demonstrate critical thinking:

Critical thinking assignments are required and may include, but are not limited to, the following:

Students will be asked to analyze and compare various economic models in different contemporary situations; apply economic theory and rules of model building to the analysis of contemporary issues; apply the various economic models to the analysis of alternative outcomes to contemporary events.

7. Other assignments (if applicable):

To be determined by instructor.

Check if Section B is not applicable

B. FACE-TO-FACE COURSE SECTIONS:

Face-to-face education

Is a mode of delivery in which instruction is delivered in a traditional classroom setting, with instructor and students located simultaneously in the same classroom facility.

1. Describe the methods of instruction:

Lecture, whiteboard (and/or Smartboard) demonstration, visual aids, homework, problem solving, and class discussion.

2. Describe the methods of evaluating of student performance.

A student's grade will be based on multiple measures of performance. These methods may include, but are not limited to, the following:

Evaluation procedures shall be developed by each instructor. However, such procedures will include exams and a final, which may consist of completion, true/false, multiple-choice, essay, and problem-solving items. Measurement of student performance may also include periodic quizzes, homework assignments, practice sets, attendance and class participation, and other evidence of critical thinking required by the instructor.

3. Describe how the confidentiality of the student's work and grades will be maintained.

Instructors shall make reasonable efforts to protect the confidentiality of students' grades and graded work consistent with practices described in the Family Education Rights and Privacy Act (FERPA).

4. If the course has a lab component, describe how lab work is to be conducted and how student work is to be evaluated.

NOTE: Students will be encouraged by instructors of this course to direct themselves to the College's Disabled Students' Programs and Services (DSP&S) department if they believe they have a learning disability.

Check if Section C is not applicable

C. CORRESPONDENCE EDUCATION COURSE SECTIONS (Correspondence, hybrid correspondence)

Correspondence education

is a mode of delivery in which instructional materials are delivered by mail, courier or electronic transmission to students who are separated from the instructor by distance. Contact between instructor and students is asynchronous.

Hybrid correspondence education

is the combination of correspondence and face-to-face interaction between instructor and student.

1. Describe the methods of instruction.

Instructional materials concerning exams, homework assignments, problem solving and case studies will be delivered and received by mail (courier).

2. Describe the methods of evaluating student performance.

Correspondence Education methods of evaluation of student performance may include quizzes, exams, writing assignments, and portfolio projects.

3. Describe how regular, effective contact between the instructor and a student is maintained.

Regular, effective contact includes, but is not limited to, exams; quizzes; essays; research papers; graded homework assignments; syllabus receipt; office hours; instant messaging; and synchronous online discussions, e-mails, letters, notes, phone calls, or postings on the Bridge between instructor and student.

4. Describe procedures that help verify the individual submitting class work is the same individual enrolled in the course section.

Consistent with policy elements listed in the ACCJC's "Policy on Distance Education and on Correspondence Education," the College verifies the identity of a student who participates in class or coursework by using, at the College's discretion, such methods as a secure log-in and password, proctored examinations, or other technologies or practices that are developed and effective in verifying each student's identification.

5. Describe procedures that evaluate the readiness of a student to succeed in a correspondence or hybrid correspondence course section.

The procedure might consist of a short assessment questionnaire prepared by the instructor and self-administered by the student. The questionnaire would evaluate areas such as working independently, adhering to timelines, and familiarity with working online and with computer technology. The student would use the resulting score to evaluate his or her readiness to take the course in a correspondence or hybrid correspondence instructional mode.

6. Describe how the confidentiality of the student's work and grades will be maintained.

Instructors shall make reasonable efforts to protect the confidentiality of students' grades and graded work consistent with practices described in the Family Education Rights and Privacy Act (FERPA).

7. If the course has a lab component, describe how lab work is to be conducted and how student work is to be evaluated.

8. If the course requires specialized equipment, including computer and computer software or other equipment, identify the equipment, and describe how it is to be accessed by students.

Note: Students will be encouraged by instructors of this course to direct themselves to the College's Disabled Students' Programs and Services (DSP&S) department if they believe they have a learning disability.

Check if Section D is not applicable

D. DISTANCE EDUCATION COURSE SECTIONS (online, ITV, hybrid)

Online education

is a mode of delivery in which all instruction occurs online via the Internet. Student and instructor access to email and the Internet is required. Students are required to complete class work using email, chat rooms, discussion boards and other instructional online venues.

Interactive television (ITV)

is a mode of synchronous delivery in which instruction occurs via interactive television (closed circuit).

Hybrid instruction

is a combination of face-to-face instruction and online instruction.

1. Describe the methods of instruction.

Interactive television (ITV) will be used in which instruction occurs via interactive television (closed circuit). Because such contact is virtually identical to face-to-face instruction (camera scans of remote classroom) the instruction methods are identical to those of face-to-face instruction

2. Describe the methods of evaluating of student performance.

A student's grade will be based on multiple measures of performance. These methods may include, but are not limited to, the following:

Evaluation procedures shall be developed by each instructor. However, such procedures will include exams and a final, which may consist of completion, true/false, multiple-choice, essay, and problem-solving items. Measurement of student performance may also include periodic quizzes, homework assignments, practice sets, attendance and evidence of regular participation, and other evidence of critical thinking required by the instructor.

3. Describe how regular, effective contact between the instructor and a student is maintained.

Regular, effective contact includes, but is not limited to, exams; quizzes; essays; research papers; graded homework assignments; syllabus receipt; office hours; instant messaging; and synchronous online discussions, e-mails, letters, notes, phone calls, or postings on the Bridge between instructor and student.

4. Describe procedures that help verify the individual submitting class work is the same individual enrolled in the course section.

Consistent with policy elements listed in the ACCJC's "Policy on Distance Education and on Correspondence Education," the College verifies the identity of a student who participates in class or coursework by using and the College's discretion, such methods as a secure log-in and password, proctored examinations, or other technologies or practices that are developed and effective in verifying each student's identification.

5. Describe procedures that evaluate the readiness of a student to succeed in an online, ITV or hybrid course section.

The procedure might consist of a short assessment questionnaire prepared by the instructor and self-administered by the student. The questionnaire would evaluate areas such as working independently, adhering to timelines, and familiarity with working online and with computer technology. The student would use the resulting score to evaluate his or her readiness to take the course in an online, ITV or hybrid instructional mode.

6. Describe how the confidentiality of the student's work and grades will be maintained.

Instructors shall make reasonable efforts to protect the confidentiality of students' grades and graded work consistent with practices described in the Family Education Rights and Privacy Act (FERPA).

7. If the course has a lab component, describe how lab work is to be conducted and how student work is to be evaluated.

8. If the course requires specialized equipment, including computer and computer software or other equipment, identify the equipment, and describe how it is to be accessed by students.

Technical assistance will be available at remote locations to enable ITV as well as Smartboard transmissions.

Note: Students will be encouraged by instructors of this course to direct themselves to the College's Disabled Students' Programs and Services (DSP&S) department if they believe they have a learning disability.

**E. REPRESENTATIVE TEXTBOOKS AND OTHER READING AND STUDY MATERIALS:
List author, title, and current publication date of all representative materials.**

Rittenberg, Tregarthen. Principles of Macroeconomics. V2.1. 2017 or most recent edition

SIGNATURES

COURSE INITIATOR: _____

DATE: _____

DIVISION CHAIR: _____

DATE: _____

LIBRARY: _____

DATE: _____

CHAIR OF CURRICULUM COMMITTEE: _____

DATE: _____

SUPERINTENDENT/PRESIDENT: _____

DATE: _____