**Econ 2006  Principles of Macroeconomics (CRN 70243)**  

[SPECIAL NOTE: THIS COURSE WAS FORMERLY ECON 2115 AND DUPLICATES IT. IF YOU HAVE ALREADY TAKEN ECON 2115, YOU SHOULD SIGN UP FOR ECON 2005 INSTEAD.]

Lecture: MTWRF 11:00 - 12:15 p.m. Pamplin 2003

Prerequisite: ECON 2005 (formerly ECON 2116) Principles of Microeconomics. This prerequisite will be strictly enforced, so the required material on supply & demand will be briefly covered.

Office Hours: MTWRF 10:30 - 11:00 a.m. Pamplin 3027  
MTWRF 12:15 - 12:45 p.m. Pamplin 3027  
{I am usually happy to talk with you at any time; “office hours” are just a set of times I try to for sure be in my office.}

Telephone: 231 6220 (office) or 961 1284 (home)  
E-mail: ashleyr@vt.edu (Please put 2006 in the subject line.)  

Economics Tutoring Center: {not available during the Summer}

Graduate Teaching Assistant: {not available during the Summer}

Required Materials:  
Principles of Macroeconomics
Case & Fair (5th edition)
WebCT version of Case & Fair (This is to be purchased bundled with the textbook.)
Prentice Hall Business Publishing  
WebCT Courses: Student’s Guide  
On reserve (soon) at Newman Library if Prentice-Hall makes it available. We will use pp. 5 - 45 only.
You must have convenient Web access with an up-to-date browser – Netscape 4.5 or Internet Explorer 4.0 (or higher) – in order to succeed in this course. (If you don’t know how to use e-mail, a Web browser, and how to read & print Acrobat pdf files, please see me – you may be better off taking a 2-hour Netbasics computer literacy workshop at the Library in the first week of Fall Term and taking 2006 at that time.) In principle, you can obtain Web access using the computer labs on campus, but it will be substantially less convenient than using your own computer; I strongly recommend against taking this course in a Summer Session if you do not have good Web access. The labs are useful, however, if your computer has problems during the term – maintaining access is your responsibility.

You will also find it useful to have convenient access to e-mail – many students like to contact me this way. If you do send me e-mail, please put 2006 in the subject line so that my e-mail client will route it properly.

Grading:

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Midterm exam</td>
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<tr>
<td>Final exam</td>
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<tr>
<td>WebCT quizzes</td>
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<tr>
<td>Homework</td>
<td>10%</td>
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<tr>
<td>Extra Credit</td>
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Notes:

1. The midterm and final examinations will be multiple choice, in-class, closed book exams based on material in the assigned chapters in Case and Fair. In form and content these will be very similar to the WebCT quizzes.
2. The WebCT quizzes for each Case and Fair chapter will be available for you to take over the Web during a specified period, which (in Summer) will usually be two or three days long. If you are not going to be consistently in town and both willing and able to pay attention to these (and the homework) deadlines, then you are enrolled in the wrong course! These quizzes will be called “practice exams” or “sample exams” but in each case you will be given feedback every time you attempt the “exam” and you can take each one up to five times to better your score. Only your highest score for each WebCT “exam” will be counted, so these are more like “exercises” than “quizzes.”
3. The homework will be posted on the Web and, usually, done on the Web as well. These will be easy (more or less) fun exercises in which I will send you to visit various macroeconomics-related sites on the Web to look at things and (sometimes) find things.
4. Calendar: There will be a calendar on the course Web page which will publish
   a. exam dates & coverage
   b. WebCT quiz starting & stopping dates
   c. homework due dates
   d. textbook reading assignment due dates
4. Bulletin Board: There will be a course bulletin board accessible from the Web. I will use this to keep you informed about the course. In particular, I will post notices of changes to the Calendar, updates or error fixes to the homework, lectures, or WebCT materials. Sometimes I will also post comments and links to Web resources that I want you to look at. You should be checking the bulletin board regularly, at least several times per week. Using the bulletin board to keep abreast of changes in the course is your responsibility.
“Extra Credit” Explained:

Some students like coming to class; others don’t. Some students need and want to have an instructor cover all of the material in lecture. A fraction of these students are good students who simply learn that way; another fraction of these students are lazy people who tentatively plan to attend class (from time to time) and “sleep learn.” In either case, if you need to have everything you are to be held responsible for covered in lectures, this section of 2006 is not right for you. I will not cover all the textbook material in classroom lectures. Instead, class meeting time will be used for answering questions and for presenting alternative, additional, or parallel material. Sometimes this material will closely parallel Case & Fair’s treatment; other times it will only loosely parallel the textbook; sometimes it will be completely different.

The exams and WebCT quizzes will cover only the material in the textbook. Nevertheless, I can virtually guarantee that you will not do well in this course unless you come to class almost all the time I hope and expect that you will find the classroom portion of the course stimulating, motivating, and also quite helpful in learning the essence of the textbook material. In that case, you will find that my classroom material is an excellent complement to your textbook reading and WebCT work and that coming to class, paying attention, and trying to participate is a very good use of your time. For one thing, it will help you get a good grade in the course; for another, it is what a college course is really all about.

The “extra credit” part of the grading system for this course is my way of encouraging people to attend class regularly and feel good about it. Most times you will get a unit of extra credit for merely attending class and filling in a response card summarizing your reaction to the material or answering some simple question about it. Sometimes filling in the response card will “pre-qualify” you (like on the radio) for some activity I can give you extra credit for – it might be a simple Web activity or it might involve you sending me a brief e-mail response to the material covered. I expect that there will be something like ten extra credit opportunities this term. If you do all of them, it will be worth a bit more than 1/3 of a grade at the end – i.e., it would turn a B- into a B. I have tried to gauge this amount to be large enough to emphasize/transmit my opinion that coming to class is essential, but not so large that people get the false impression that they can skimp on their textbook/WebCT work and use their extra credit to make up for their resulting poor performance on the exams.
Initial Assignment:

1. **Obtain a pid**, if you don’t already have one, and learn how to use e-mail – it is a good way to communicate with me if a telephone call fails to reach me.

2. Buy Case & Fair Principles of Macroeconomics **NOT** Principles of Microeconomics and make sure you get the WebCT addition to it. It may be bundled all in one package; it may not. Take the plunge and read Chapter 1, especially including the appendix on graphs.

3. Don’t open the sealed WebCT package if you are not sure you are going to stay in the course; the book can be returned (if you bought it new) or re-sold (if you bought it used), but the software is not returnable.

4. Obtain convenient Web access and immediately **begin exploring the course Web page**
   a. If you don’t yet have access through your own computer or your own computer stops working, that is no excuse -- go find a computer in a computer lab. (For example, check out the labs in the second floor of Pamplin, or the basement of Hillcrest or ask for directions in Newman Library.)
   b. If you don’t already know how to use an e-mail program (e.g., Eudora), a Web browser, and the Acrobat Reader – you are going to need to learn, pronto! If you are not up for doing that, I strongly suggest that you drop this course immediately.
   c. Especially see the link there labeled “Bulletin Board.” Get in the habit of checking this frequently; here is where I will post the latest information about homework, exams, reading assignments, etc.

5. **Make friends** with some of your classmates. If necessary, try using the “Study Buddy” page on our class Web page to form study groups – this is the first link in the “Study Help” section.

6. Look at the other two links in the “Study Help” section of the course Web page.
   a. Check out the link to the UCC self-help materials. Do any of these topics sound relevant to your portfolio of study skills?
   b. If you are not completely confident of your ability to work with graphs, check out the online graphing skills tutorial link. If you need this, do it now – it will only get harder to find the time later in the term.