

# MASTER SYLLABUS

## 1. Course Information

**College:** Raj Soin College of Business  
**Department:** Economics  
**Course Title:** Economic Life  
**Course Designation and Number:** EC 200

**GE Areas:**

III. Human Behavior: Economics

**Writing Intensive:**  Yes  No

**For WI Courses:**  All sections  Selected Sections are WI.

**Method(s) of Instruction:**  Lecture  
 Discussion  
 Web-enhanced (option of instructor)  
 Web-only  
 Other (e.g., student group assignments; option of instructor)

**Includes Lab:**  Yes  No

**Prerequisites:** None

## 2. Objectives

### **GE Program Objectives:**

1. Develop skills and knowledge that will form the basis for life-long learning.
2. Sharpen critical thinking, problem solving, and communication skills.
3. Learn about the ethical and social dimensions of human experience.
4. Increase knowledge and understanding of the past, of the world in which we live, and of how both past and present have an impact on the future.

### **GE Area Objectives:**

1. Help students develop the skills to examine critically the complexity of human behavior and institutions through systematic analysis.
2. Use multiple approaches and perspectives to systematically analyze complex individual and institutional issues.

### **Course Objectives and GE Learning Outcomes:**

The objective of Economic Life is to provide a basic foundation in economics that will enhance the understanding of the world in which we live. It stresses the importance of how economics affects us on a daily basis and throughout our lifetimes. Topics include individual and societal choices, the determination of prices paid for goods and services, wages received for labor, distribution of income, discrimination, poverty, competitive markets, monopoly, market power, aggregate economic performance, unemployment, inflation, taxation, international trade.

#### **Learning Outcomes**

Learn multiple approaches and perspectives in systematically analyzing complex behavior of individuals and institutions.

### **Writing Across the Curriculum Objectives (in sections that are designated as Writing Intensive):**

1. To improve students' writing proficiency -- their ability to develop ideas and transmit information for an appropriate audience in an organized, coherent fashion while writing with appropriate style and correct grammar, usage, punctuation and spelling.
2. To encourage students to use writing as a learning tool to explore and structure ideas, to articulate thoughts and questions, and to discover what they know and do not know, thereby empowering students to use writing as a tool of discovery, self-discipline, and thought.

3. To demonstrate for students the ways in which writing is integral to the learning and conveying of knowledge.

Writing assignments will total approximately 1500 words or more and be evaluated for content, form, style, correctness, and overall writing proficiency and give students the opportunity for revision and improvement. Assignments may take many forms and include a mix of formal writing (e.g., a number of short papers evaluated in both draft and final form, a long assignment broken into smaller parts, thus allowing for multiple drafts, feedback, and revisions,) and informal writing (e.g., journals, logs, short responses to lectures, essay examinations). All the writing will count as part of students' performance in the course.

### **3. Suggested Course Materials**

Sample Textbooks:

*Introduction to Economic Reasoning*, William D. Rohlfs, Addison-Wesley.  
*The Economic Way of Thinking*, Paul Heyne, Prentice Hall.  
*Essentials of Economics*, John Sloman, Prentice Hall.  
*Essentials of Economics*, Bradley R. Schiller, McGraw-Hill.

Sample Supplementary Materials:

*Companion Website* for above Textbooks  
(includes student self testing resources and topical issues)  
*Student Study Guide* for above Textbooks

Sample Internet Resources (websites for agencies and organizations):

United States Bureau of Labor Statistics  
United States Bureau of the Census  
United States Environmental Protection Agency  
Board of Governors of the Federal Reserve System  
United States International Monetary Fund  
United States International Trade Commission  
World Bank  
Organization for Economic Co-operation and Development  
Energy Information Administration  
Social Security Administration  
Internet Resources for Institutional Research  
Urban Institute  
Brookings Institute  
Economic Policy Institute  
Heritage Foundation  
Tax Foundation  
Center for National Priorities

### **4. Suggested Methods of Evaluation**

Student evaluation and performance will be based on selected combinations of:

Examinations  
Quizzes  
Class Discussion  
Group Projects  
Attendance  
Writing Assignments

For sections designated as Writing Intensive, writing assignments are required and will total approximately 1500 words or more. Writing assignments will be evaluated for content, form, style, correctness, and overall writing proficiency and give students the opportunity for revision and improvement. Assignments may take many forms and include a mix of formal writing (e.g., a number of short papers evaluated in both draft and final form, a long assignment broken into smaller parts, thus allowing for multiple drafts, feedback, and revisions,) and informal writing (e.g., journals, logs, short responses to lectures, essay examinations). Writing assignments may be in-class, out-of-class, or a mixture of the two. All the writing will count as part of students' performance in the course.

## **5. Grading Policy**

All GE courses are graded A-F.  
WI component is graded Pass/Unsatisfactory.

## **6. Suggested Weekly Course Outline Including Typical Assignments**

Week 1:	Foundations of Economics
Week 2:	Comparative Advantage, International Trade, and Economic Systems
Week 3:	Market Demand, Supply, and Price Determination
Week 4:	Applications of Market Demand and Supply
Week 5:	Product Markets: Competition, Market Power, Market Failure, and Regulation
Week 6:	Government Taxes, Expenditures, Poverty, and Income Distribution
Week 7:	Measuring Aggregate Economic Performance, Inflation, and Unemployment
Week 8:	Aggregate Demand and Supply and Fiscal Policy
Week 9:	Money, Banking, and Monetary Policy
Week 10:	Economic Growth, Developing Countries, and the Environment
Week 11:	Final Examination Week: an examination or other culminating class experience.

Assignments related to methods of evaluation, including quizzes, tests, writing assignments, etc. will be appropriately distributed throughout the quarter. The schedule of examinations, papers, or other components of the grade will give students feedback and allow them to make informed judgments about their progress prior to the end of the fifth week of the quarter. A comprehensive examination cannot be given during the tenth week of the quarter.

## **7. Other**

Syllabuses distributed to students should employ the format approved by UCAP and must include:

- Instructor name, office hours, and contact information
- Office of Disability Services information
- Information on how grades will be determined
- Attendance policy