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| <b>COURSE TITLE<br/>BLACKBOARD SITE</b>                               | Business Economics<br>Fall 2012 – <a href="http://my.ltu.edu">http://my.ltu.edu</a> and select CRN FIN 5013  |
| <b>INSTRUCTOR</b>   | Warren Paul Browne<br>Adjunct Professor<br>Contact Information:<br><a href="mailto:wbrowne@ltu.edu">wbrowne@ltu.edu</a> / alternative:warrenpbrowne@gmail.com<br>1-248-924-7486<br>Office hours by appointment   |
| <b>SCHEDULE</b>   | September 5 – December 15, 2012<br><br>Refer to <a href="http://www.ltu.edu/registrars_office/calendar_final_exam.index.asp">http://www.ltu.edu/registrars_office/calendar_final_exam.index.asp</a> for the last date to withdraw and other important registration related information.                    |
| <b>LEVEL/HOURS<br/>PREREQUISITE</b>                                   | Graduate Degree / 3.0 credit hours<br>Core Course  |
| <b>REQUIRED TEXT</b><br><br>(See Blackboard for additional resources) | McConnell, Economics, 19 <sup>th</sup> Edition, McGraw-Hill, 978-0-07-351144-3<br><br>Available for online purchase through LTU Bookstore at:<br><a href="http://lawrence-tech1.bkstore.com/bkstore/TextbookSelection.do?st=489">http://lawrence-tech1.bkstore.com/bkstore/TextbookSelection.do?st=489</a> |
| <b>ADDITIONAL<br/>RESOURCES</b>                                       | LTU Online student resources: <a href="http://www.ltu.edu/ltuonline/">http://www.ltu.edu/ltuonline/</a>  |
| <b>TECHNICAL SUPPORT</b>  | Technical support for using Blackboard is provided by the Helpdesk, 248.204.2330 or <a href="mailto:helpdesk@ltu.edu">helpdesk@ltu.edu</a> . Send the Help Desk a form detailing any issues by clicking here <a href="http://tinyurl.com/3yqrvne">http://tinyurl.com/3yqrvne</a> .                         |

### COURSE SCHEDULE FOR COLLEGE OF MANAGEMENT (GRAD) SEMESTER COURSES

This fully online course begins with a partial week online course orientation period to familiarize yourself with the online learning environment and to meet online or via the phone with your instructor. Each subsequent week starts on a Monday and ends on a Sunday.

| Dates                                     | Modules  | Topics / Readings   | Assignments Due  |
|---|----------|---|--|
| Prior to Semester Start and Sep 5 – Sep 9 | Module 0 | Overview of textbook<br>Online Learning Orientation<br>Course Orientation and group formation   | -Free on-line subscription to the NY Times<br>-Have miniTab loaded on your computer by Module 2. |
| Week of Sep 10 – Sep 16                   | Module 1 | Chapter 1,2<br>-Instructor will provide personal introduction and an introduction to the Current Event Topic process<br>-Update on the Economy through 2012 | -Instructor will provide a representative quiz. This quiz will be given each week.               |
| Week of Sep 17 – Sep 23                   | Module 2 | Chapter 3,4   | -Current Event Topic<br>-Weekly Quiz   |
| Week of Sep 24 – Sep 30                   | Module 3 | Chapter 7,11  | -Current Event Topic<br>Weekly Quiz  |
| Week of Oct 1 – Oct 7                     | Module 4 | Chapter 12, 13, 14  | -Current Event Topic<br>-Weekly Quiz   |
| Week of Oct 8 – Oct 14                    | Module 5 | Chapter 20,16   | -Current Event Topic<br>-Weekly Quiz   |
| Week of Oct 15 – Oct 21                   | Module 6 | -Mid-Term Chapter Review<br>-Overview of Future Modules   | -Mid-Term Exam   |
| Week of Oct 22 – Oct 28                   | Module 7 | -Chapter 24, 26<br>-Review of NY Times Budget Project. ## see notes.  | -Current Event Topic<br>-Weekly Quiz   |
| Week of Oct 29 – Nov 4                    | Module 8 | -Chapter 29<br>-Review excerpts from Benefits and Burden (Bartlett)   | -Review results of NY Times Budget Project with group  |
| Week of Nov 5 – Nov 11                    | Module 9 | -Chapter 30<br>-Introduce Regression Project<br>-Review Software  | -Current Event Topic<br>-Weekly Quiz   |

| Dates                   | Modules     | Topics / Readings                        | Assignments Due                           |
|-------------------------|-------------|--|---|
| Week of Nov 12 – Nov 18 | Module 10   | -Chapter 31, 32, 33                      | -Current Event Topic<br>-Weekly Quiz      |
| Week of Nov 19 – Nov 25 | Module 11   | Chapter 36                               | -Weekly Quiz                              |
| Week of Nov 26 – Dec 2  | Module 12   | Chapter 37                               | -Review Regression Project with the Group |
| Week of Dec 3 – Dec 9   | Module 13   | Chapter 38<br>-Key Topics for Final Exam | -Current Event Topic<br>-Weekly Quiz      |
| Week of Dec 10 – Dec 15 | Final Exams | -Course Summary                          | -Final Exam                               |

## STUDENT EVALUATION

### 1. Chapter Quizzes (each week)

The intent of the short quiz is to review the topic, provide instant feedback, and provide a examples of what will appear on the mid-term and final exam. Each quiz will consist of 8-10 questions selected at random from a pool of questions from McConnell. The quiz will be given after the lecture portion of the class.

### 2. (CET) Current Event Topic and Discussion (1-per student / per semester)

Each student will be required to lead a discussion on a current economic topic previously covered in the course work. The subject will be submitted (posted) by the student one week in advance. The essence of the article will be summarized by the student; The student will then lead a discussion that drives to a conclusion on the implications for the government or business sector.

Please see: [www.nytimes.com/2012/08/06/business/fear-of-fiscal-cliff-has-industry-pulling-back.html?\\_r=1&emc=eta1](http://www.nytimes.com/2012/08/06/business/fear-of-fiscal-cliff-has-industry-pulling-back.html?_r=1&emc=eta1) as an example. You can cut-and-paste to your browser.

### 3. NY Times Budget Project

The student will be able to determine what spending cuts or tax increases would be required to solve the United States deficit problem. The student will use the tool provided by the NY Times. It will allow distinct and individual choices for solving the problem- exactly the same as those faced by members of Congress.

## [www.nytimes.com/interactive/2010/11/13/weekinreview/deficits-graphic.html](http://www.nytimes.com/interactive/2010/11/13/weekinreview/deficits-graphic.html)

### 4. Regression Project

A three-page paper will be written that describes the relationship between growth in the economy and its affect on automobile sales. The student will be provided the data by the instructor. A copy of the miniTab software will need to be requested from the computer center.

### 5. The balance of the grade will be determined by performance on the mid-term and final exam.

A study guide will be provided to clarify what will be on the exam. Significant points are deducted for late assignments.

Detail:

| Assignments               | Points |
|---------------------------|--------|
| Chapter Quizzes           | 10     |
| Current Event Topic       | 5      |
| NYT / Regression Projects | 15     |
| Mid-Term                  | 35     |
| Final                     | 35     |
| Total Points              | 100    |

| Class Points | Letter Grade       |
|--------------|--------------------|
| 96 and above | A                  |
| 90 – 95      | A-                 |
| 87 – 89      | B+                 |
| 83 – 86      | B                  |
| 80 – 82      | B-                 |
| 77 – 79      | C+                 |
| 73 – 76      | C                  |
| 70 – 72      | C-                 |
| 61 – 70      | D (Undergrad Only) |
| 60 and below | E                  |

*Note: Grades lower than a "B" fall below the LTU graduate standard*

### EDUCATIONAL GOALS

- Provide overview of both the theory and practice of economic principles through formal lecture and current events discussion covering domestic and international topics.
- Lecture will focus on how business executives can utilize core economic principles in their decision making.

Each week the class will include the following:

1. Lecture on the Chapters outlined for that week, discussing theory and practical real-world examples; Q and A will be an important part of the lecture period;
2. A short (maximum 10 question) quiz that will be based on the Chapter(s) for that evening;

3. Quiz will be also used to facilitate a round-table discussion of the key principles.  
Student participation required;

Current Event Topic presented by the student (CET). Student will lead the discussion and engage other students in the class, including the instructor, to enable maximum insight. The current event topic will be provided by the student and should be sourced from publications listed above.

### **STUDENT LEARNING OBJECTIVES / OUTCOMES**

There are three objectives: (1) Help the student master the principles essential for understanding economic issues; (2) Help the student understand and apply economic perspective and reason to their business problems; (3) Become more informed voters.

### **PREREQUISITE SKILLS**

The student will be required to have a copy of miniTab, the software tool for regression analysis. This will be provided by the LTU Computer lab for a nominal charge. A review of regression and correlation analysis will help (an example will be provided).

### **INSTRUCTIONAL METHODS AND COURSE ORGANIZATION**

Each week the class will include the following:

1. Lecture on the Chapters outlined for that week, discussing theory and practical real-world examples; Q and A will be an important part of the lecture period;
2. A short (maximum 10 question) quiz that will be based on the Chapter(s) for that evening;
3. Quiz will be also used to facilitate a round-table discussion of the key principles.  
Student participation required;

Current Event Topic presented by the student (CET). Student will lead the discussion and engage other students in the class, including the instructor, to enable maximum insight. The current event topic will be provided by the student and should be sourced from publications listed above.

**Blackboard Learning Environment** – Blackboard at my.ltu.edu contains the syllabus, all assignments, reading materials, streaming videos, narrated PowerPoint mini-lectures, podcasts, written lecture notes, chapter quizzes, links to Web resources, and discussion forums. You will submit all assignments via Blackboard, and are expected to participate regularly in discussion topics. Please take time to familiarize yourself with the organization of the Blackboard site. You will want to check the site frequently for announcements reminding you of new resources and upcoming assignments.

**Student/Instructor Conversations** – Students keep in touch with the instructor via e-mail messages, telephone conference calls, and IM conversations.

**Self-Assessments** – Pre- and post- self-assessment tools will help students measure their entering skills and progress during the course.

**Required Reading** – Textbook chapters should be read according to the schedule outlined in the syllabus. Chapters will be discussed online.

**Publisher Web Site** – A publisher web site at <http://www.mcconnel19e.com> includes instructional materials, PowerPoint slides, case studies, application exercises, and practice quizzes. You should make use of as many of these resources as you need to be successful.

**Assignments** – (1) Current Event Topic; (1) Regression project; Weekly Quiz.

## CLASS POLICIES AND EXPECTATIONS

*I plan to offer you a valuable learning experience, and expect us to work together to achieve this goal. Here are some general expectations regarding this course:*

Each student has a LTU email account. If you wish to use a different email address for this course, please **change your email address in Blackboard under “Blackboard Tools”, then “Personal Information”** and send an email to me to store your email address in my directory.

Readings, discussion forum participation, and written assignments must be completed according to the class schedule. It is important to contact the instructor as needed to discuss personal needs regarding course requirements and assignments.

It is essential that all students actively contribute to the course objectives through their experiences and working knowledge.

All assignments must be submitted on schedule, via Blackboard, and using Microsoft Office compatible software. If you need to submit an assignment via email, contact the instructor in advance.

Assignments must be completed to an adequate standard to obtain a passing grade. Requirements for each assignment are detailed in this syllabus.

Be prepared to log into Blackboard at least once each day. Please focus your online correspondence within the appropriate Blackboard discussion forums so that your colleagues can learn from you.

At midterm and at the end of the course, you will be invited to participate in a University evaluation of this course. Your feedback is important to the University, to LTU Online, and to me as an instructor, and I encourage you to participate in the evaluation process.

It is important for you as students to know what to expect from me as your instructor:

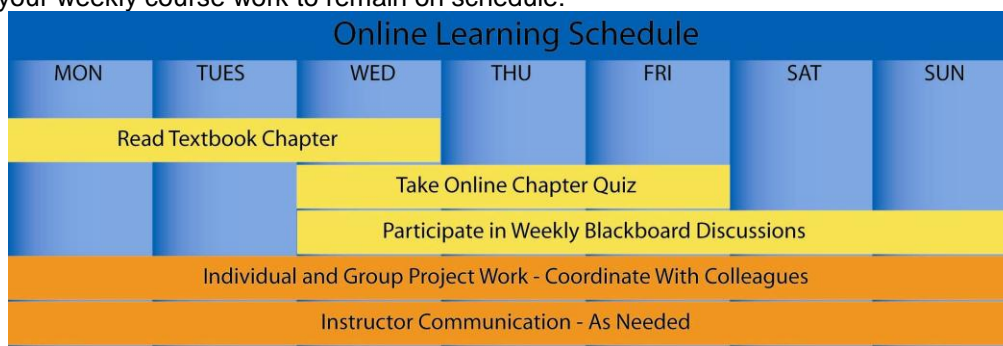
- I will be available to you via e-mail and phone, and will promptly reply to your messages.
- I will be available to you for face-to-face appointments as requested.
- I will maintain the Blackboard web site with current materials, and will resolve any content-related problems promptly as they are reported to me.
- I will send out a weekly e-mail update to all class members to guide upcoming work and remind you of assignment due dates.
- I will return all assignments to you promptly, and will include individualized comments and suggestions with each assignment.
- I will hold our personal written or verbal communications in confidence. I will not post any of your assignments for viewing by the class without requesting your approval in advance.
- I will treat all members of the class fairly, and will do my best to accommodate individual learning styles and special needs.
- If any of these points need clarification, or should special circumstances arise that require my assistance, please contact me so that we may discuss and resolve the matter.

## PRACTICAL GUIDELINES FOR CLASS LOAD EXPECTATIONS

A three-credit course generally requires at least nine hours per week of time commitment. Here are some practical guidelines to help schedule your time commitments for this online course:

- A 14-week semester (the Summer semester is compressed into 10 weeks) would require at least 126 hours of time commitment to successfully complete all readings, activities, assignments, and texts as described in this syllabus.
- You should reserve at least 6 hours per week to read the required textbook chapters and resources, participate in online discussions, review presentation materials, and work through online quizzes. This effort will total at least 84 hours over the course of the semester.
- You should organize your remaining time to roughly correspond with the point value of each major assignment. This means that you should plan to spend at least:
  - 8-9 hours preparing your regression project;
  - 1-2 hours preparing for your Current Event Topic; and 30 reading and preparing comments on the submission of others.
  - 8-9 hours preparing for the mid-term and final exams.

These guidelines may not reflect the actual amount of outside time that you – as a unique individual with your own learning style – will need to complete the course requirements. The number of hours each week will vary based on assignment due dates, so please plan ahead to insure that you schedule your academic, work, and personal time effectively. The following graphic may be used to guide you in planning your weekly course work to remain on schedule:



## ASSIGNMENT DETAILS

Course assignments and evaluation criteria are detailed below. Please review these requirements carefully. See the section Academic Resources / Assessment Guidelines for information about assessment of written and oral presentations.

Details for all assignments are shown below. Please note that you should not submit any assignments to the Blackboard "Digital Drop Box." All assignments are submitted using the Blackboard "Assignments" or "SafeAssign" function. Some assignments are also posted to the Blackboard Discussion Forum for student comments.

### Assignment NY Times Deficit Project (5 Points)

**Overview** – NY Times offers an interactive program that allows an individual to solve the U.S. deficit problem by using a mix of tax increases and spending cuts. This work will allow you to be Congress for a day. Solution can be printed out. You will need a free, on-line subscription to the NY Times at [www.nytimes.com](http://www.nytimes.com).

**Proposal** – Students can work through the problem a number of times until they are happy with their final outcome. Solve the problem on-line at the NY Times website link listed in the evaluation section.



**Deliverables and Evaluation** – (1) Solve the problem; (2) Record how what proportions came from spending reductions and what proportion from tax increases; (3) Write a one-page summary describing: why you picked the items; the impact on the economy in the near-term.

Student should be creative, and be clear as to why the particular measures were chosen.

### Auto Sales and GDP Regression Project (10 points)

**Overview** – Student will be required to determine if there is a relationship between growth in the economy (as measured by GDP) and growth in car sales.

**Proposal** – Students will be provided the basic data. They will be doing the regression over different time periods going back to 1960.

**Deliverables and Evaluation** – (1) Solve the problem; (2) Explain the extent to which GDP does influence sales; (3) Write a one-page summary describing: The extent of the correlation between growth and sales; determine what other factors could be influencing sales.

### Quizzes and Online Participation (15 points)

Each student is expected to actively participate in online activities. Class participation is evaluated to a maximum of 5 points based on:

Up to 10 points – Reading the required text chapters and working through the online practice quizzes according to the class schedule; and

Up to 5 points – Actively participating in Blackboard discussion forums, responding to questions posted by the instructor, and interacting positively with other students.

### SYLLABUS ADDENDA

Please see the LTU Online “Current Students” web site <http://www.ltu.edu/ltuonline/> for comprehensive information about Lawrence Tech’s academic services, library services, student services, and academic integrity standards. The content of this web site is explicitly included in these syllabus requirements.

The LTU Online “Current Students” web site also includes grading rubrics used by your instructor to evaluate written assignments, discussion forum participation, and group assignments. Please note that the SafeAssign anti-plagiarism product will be used for written assignments submitted for this course. Please see the instructions included on the [eHelp web site](#) regarding the use of the SafeAssign product.

Undergraduates: Leadership Transcripts

The leadership transcript enables students to track co-curricular activities that are undertaken above and beyond the requirements of the LTU curriculum. The leadership transcript serves students by enhancing the leadership portfolio; providing the opportunity for a transcript of distinction; enhancing their resumes; and assisting in articulating leadership experience. It can be accessed by logging on to Banner Web and clicking the Student and Financial Aid tab. Leadership Activities is located at the bottom of the list. More information is available at <http://www.ltu.edu/leadership>.