

Cerro Coso College
Course Outline of Record Report
10/08/2021

ECONC102 : Macroeconomics

General Information

Author:	-
Course Code (CB01) :	ECONC102
Course Title (CB02) :	Macroeconomics
Department:	Social Science
Proposal Start:	Fall 2013
TOP Code (CB03) :	(2204.00) Economics
SAM Code (CB09) :	Non-occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000382019
Curriculum Committee Approval Date:	11/15/2013
Board of Trustees Approval Date:	12/19/2013
External Review Approval Date:	03/05/2014
Course Description:	This is an introductory course focusing on aggregate economic analysis. Topics include: market systems, aggregate measures of economic activity, macroeconomic equilibrium, money and financial institutions, monetary and fiscal policy, international economics, and economic growth.
Submission Type:	New Course
Author:	No value

Faculty Minimum Qualifications

Master Discipline Preferred:	<ul style="list-style-type: none">• Business• Economics• Political Science
Alternate Master Discipline Preferred:	No value
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline Preferred:	No value

Course Development Options

Basic Skills Status (CB08) Courseisnotabasicskillscourse.	Course Special Class Status (CB13) Courseisnotaspecialclass.	Grade Options <ul style="list-style-type: none">• Letter Grade Methods• Pass/No Pass
<input type="checkbox"/> Allow Students to Gain Credit by Exam/Challenge	Allowed Number of Retakes 0	Course Prior To College Level (CB21) Notapplicable.

Rationale For Credit By Exam/Challenge

No value

Retake Policy Description

Type:|Non-Repeatable Credit

 Allow Students To Audit Course**Course Support Course Status (CB26)**

No value

Associated Programs Course is part of a program (CB24)**Associated Program****Award Type****Active**CC Associate in Science in Business
Administration for Transfer

A.A. Degree for Transfer

Summer 2018 to Summer 2020

CC Liberal Arts: Social & Behavioral Sciences

A.A. Degree Major

Summer 2018 to Fall 2020

Political Science Associate in Arts Degree for
Transfer (AA-T)

A.A. Degree for Transfer

Spring 2020 to Spring 2020

Economics Associate in Arts Degree for
Transfer (AA-T)

A.A. Degree for Transfer

Spring 2020 to Spring 2020

CSU General Education (CSU GE Breadth)

Certificate of Achievement

Fall 2020

Law, Public Policy, and Society Associate in
Arts Degree for Transfer

A.A. Degree for Transfer

Fall 2020

Intersegmental General Education Transfer
Curriculum Certificate of Achievement

Certificate of Achievement

Fall 2020

Economics Associate in Arts Degree for
Transfer

A.A. Degree for Transfer

Spring 2020

Political Science Associate in Arts Degree for
Transfer

A.A. Degree for Transfer

Spring 2020 to Summer 2020

Liberal Arts: Social & Behavioral Sciences
Associate in Arts Degree

A.A. Degree Major

Fall 2020

Business Administration Associate in Science Degree for Transfer	A.A. Degree for Transfer	Summer 2020
CSU General Education (CSU GE Breadth) (In Development)	Certificate of Achievement	Fall 2021
Intersegmental General Education Transfer Curriculum Certificate of Achievement (In Development)	Certificate of Achievement	Fall 2021
Liberal Arts: Social & Behavioral Sciences Associate in Arts Degree (In Development)	A.A. Degree Major	Spring 2022
Business Administration Associate in Science Degree for Transfer 2.0 (In Development)	A.S. Degree for Transfer	Fall 2022

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

No value

Transferability

Transferable to both UC and CSU

Transferability Status

Approved

Cerro Coso General Education Requirements	Categories	Status	Approval Date	Comparable Course
Area 2.2	Social & Behavioral Sciences Economic and Political	Approved	No value	No Comparable Course defined.

CSU General Education Certification	Categories	Status	Approval Date	Comparable Course
Area D.2	Social Sciences Economics	Approved	No value	No Comparable Course defined.

Intersegmental General Education Transfer Curriculum	Categories	Status	Approval Date	Comparable Course
Area 4.B	Social and Behavioral Sciences Economics	Approved	No value	No Comparable Course defined.

Units and Hours:

Summary

Minimum Credit Units (CB07)	3
Maximum Credit Units (CB06)	3
Total Course In-Class (Contact) Hours	54
Total Course Out-of-Class Hours	108
Total Student Learning Hours	162
Faculty Load	0

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit-DegreeApplicable

Course Non Credit Category (CB22)

Credit Course.

Non-Credit Characteristic

No Value

Course Classification Status (CB11)

Credit Course.

Variable Credit Course

Funding Agency Category (CB23)

NotApplicable.

Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
Activity Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	0
Course In-Class (Contact) Hours	
Lecture	0
Laboratory	0
Activity	0
Total	54
Course Out-of-Class Hours	
Lecture	0
Laboratory	0
Activity	0
Total	108

Time Commitment Notes for Students

No value

Faculty Load

Extra Duties: 0

Faculty Load: 0

Units and Hours: - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories

Prerequisite

MATHC055 - Intermediate Algebra

Due to the quantity and complexity of the word problems that students are expected to solve and the use of exponential equations and curved lines, it is recommended that students have completed Math 55 before entering ECON 102/103.

AND

Advisory

ENGLC070 - Introductory Composition

ECON 102 is a heavily articulated transfer course and, as such, it is assumed that students are reading at the college level before they enter the course. All course assignments and activities revolve around comprehension of specialized vocabulary and complex analysis of general and specific situations. Successful students will be able to draw conclusions from inside and outside of class readings and apply them to macroeconomic concepts.

AND

Prerequisite

MATHC050 - Elementary Algebra

Students are expected to solve word problems based on algebraic construction, work with proportions, ratios, exponents, and percentages. In addition, students are expected to create graphs from tabular data as well as from formulas and to interpret trends.

Entrance Skills

Entrance Skills	Description
No value	No value

Limitations on Enrollment

Limitations on Enrollment	Description
No value	No value

Specifications

Methods of Instruction

Methods of Instruction

Other

Rationale

Other Methods: A. VideoB. Online Reading

Methods of Instruction

Written work

Rationale

No value

Methods of Instruction

Problem Solving

Rationale

No value

Methods of Instruction

Outside reading

Rationale

No value

Methods of Instruction

Lecture

Rationale

No value

Methods of Instruction

In-class writing

Rationale

No value

Methods of Instruction

Instruction through examination or quizzing

Rationale

No value

Methods of Instruction

Demonstration

Rationale

No value

Methods of Instruction

Discussion

Rationale

No value

Methods of Instruction

Audiovisual

Rationale

No value

Assignments

- A. Chapter reading - Reading the assigned chapters from the textbook based on the topics for the week.
- B. Weekly problem sets - Solving cases and word problems based on the topics in the textbook.
- C. Internet activities - Reading and interacting with economics simulation programs.

Methods of Evaluation**Rationale**

Research Paper

D. Writings that require students to formulate opinions and observations based on analysis of the text, outside readings, and video presentations. Example: Students write essays on the current state of the economy based on economic indicators.

Tests

C. Quizzes and exams that evaluate the student's understanding of course concepts and ability to apply those concepts to various scenarios. Example: Students solve problems on effects of policy implementation in markets.

Other

B. Homework assignments that challenge students to analyze and apply concepts learned in class and from readings. Example: Students analyze a production possibilities curve and describe various trade opportunities between entities involved.

Participation

A. Class discussions (in class or online) on topics involving current and relevant economic developments and application of theories learned in class. Example: Students discuss an application of opportunity cost in their recent personal decision making process.

Equipment

No Value

Textbooks**Author****Title****Publisher****Date****ISBN**

Frank, R. H., Bernanke, B. S..
(2013) Principles of
macroeconomics , 5th, McGraw-
Hill/Irwin

Bade, R., Parkin, R.. (2013)
Foundations of
Macroeconomics, 6th, Pearson
Higher Education

Other Instructional Materials

No Value

Materials Fee

No

Learning Outcomes and Objectives

Course Objectives

No value

CSLOs

Identify and interpret macroeconomic data.

Expected SLO Performance: 70.0

<i>Business Information Technology</i> Business Administration A.A. Degree for Transfer	2. Apply critical thinking skills (analysis, synthesis, and evaluation) to technical and economic issues in a business environment. Assessment: Examination through the use of multiple choice, short answer, and essay questions.
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Apply macroeconomic models to understand the economy.

Expected SLO Performance: 70.0

<i>Social Science</i> IGETC PLOs	Describe the method of inquiry used by the social and behavioral sciences.
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<i>Social Science</i> Liberal Arts: Social & Behavioral Sciences AA Degree	Identify and apply the Scientific Method used by social scientists to study human behavior.
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<i>Social Science</i> PLOs for CSU GE COA	Describe the method of inquiry used by the social and behavioral sciences.
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<i>Business Information Technology</i> Business Administration A.A. Degree for Transfer	3. Recognize and demonstrate skills necessary to function effectively in the global economy Assessment: Examination through the use of multiple choice, short answer, and essay questions.
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Analyze the economic impacts of monetary and fiscal policy.

Expected SLO Performance: 70.0

<i>Social Science</i> Liberal Arts: Social & Behavioral Sciences AA Degree	Identify and analyze theories explaining the individual, social, historical, economic, or political activities of humans.
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<i>Social Science</i> Political Science AA-T	Analyze the social institutions and social and cultural norms in the U.S. and other political systems in terms of how they influence, and are influenced by, political and government institutions and processes.
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Explain the function of the central bank and the banking system.

Expected SLO Performance: 70.0

<i>Business Information Technology</i> Law, Public Policy, and Society for Transfer	Apply laws, public policy, and/or societal or ethical theories to develop a solution to a legal issue, a public policy issue, and/or a societal concern.
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<i>Social Science</i> Political Science AA-T	Identify the structure and operation of the U.S. and other political systems.
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Outline

Course Outline

1. Fundamentals of economic thinking
 - a. Cost-Benefit principle
 - b. Opportunity cost
2. How markets operate

- a. Supply
- b. Demand
- c. Markets
- 3. Measuring the economy
 - a. National output and productivity
 - b. Price level
 - c. Business cycle
 - d. Unemployment
- 4. Modeling the business cycle
 - a. Short term fluctuations
 - b. Recessions
 - c. Depressions
- 5. Monetary system
 - a. Money creation and banking
 - b. Role and function of central banks
 - c. Money demand and velocity
 - d. Inflation
- 6. The financial system
 - a. Saving
 - b. Investment
 - c. Role of interest rates
- 7. The role of the government in the macro economy
 - a. Stabilization policy
 - b. Deficit and debt
 - c. Fiscal and monetary policy
- 8. Economic growth and development
 - a. Gross domestic product
 - b. Unemployment
- 9. Balance of payments and trade
 - a. Deficits
 - b. Surplus

Delivery Methods and Distance Education

Delivery Method: Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other

Face 2 Face
 Online
 Hybrid
 Interactive

Rigor Statement: Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section?

No Value

Effective Student-Instructor Contact: Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Moodle Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV -Interactive Video -Other (specify)

forums
 chat
 email

phone
itv
other

Software and Equipment: What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

No Value

Accessibility: Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

itv
LMS
publisher

Class Size: Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

class_size Preferred maximum enrollment for iTV courses is 20 students at each site. Preferred maximum enrollment for online courses is 45 students.