

Course Information

Date Submitted: 11/12/2013

Current Prefix and Number: ECO - Economics , ECO 202 - PRINCIPLES OF ECO II

Other Course:

Proposed Prefix and Number:

What type of change is being proposed?

Major – Add Distance Learning

Should this course be a UK Core Course? No

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OFFICE OF THE
SENATE COUNCIL**1. General Information**

a. Submitted by the College of: BUSINESS AND ECONOMICS

b. Department/Division: B&E Economics

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: George Dirk Mateer

Email: dirkmateer@uky.edu

Phone: 8592577651

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

f. Requested Effective Date

Semester Following Approval: No OR Effective Semester: Summer 2014

2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: Please Add

b. Full Title: PRINCIPLES OF ECONOMICS II

Proposed Title: Principles of Economics II

c. Current Transcript Title: PRINCIPLES OF ECO II

Proposed Transcript Title:

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

LECTURE: 3

Proposed Meeting Patterns

LECTURE: 3

f. Current Grading System: ABC Letter Grade Scale

Proposed Grading System: PropGradingSys

g. Current number of credit hours: 3

Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit? No

Proposed to be repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester? No

2i. Current Course Description for Bulletin: A study of how society's needs are satisfied with the limited resources available. Topics include contemporary issues such as inflation, unemployment, economic growth, international dependencies, and how public policy deals with them. Prereq: ECO 201 or equivalent.

Proposed Course Description for Bulletin: A study of how society's needs are satisfied with the limited resources available. Topics include contemporary issues such as inflation, unemployment, economic growth, international dependencies, and how public policy deals with them. A critical understanding of the U.S. and global economies will enhance your value as a manager or executive of a business (whether for-profit or non-profit), as a family member dealing with jobs and financial decisions, and as a voter in a democracy. The course will allow you to become knowledgeable of, and able to critically think about, the major macroeconomic issues of unemployment, jobs, recessions, economic growth, inflation, deflation, oil prices, monetary policy, the Federal Reserve, fiscal policy, budget deficits, the national debt, international trade, international finance, and the financial system.

2j. Current Prerequisites, if any: Prereq: ECO 201 or equivalent.

Proposed Prerequisites, if any: ECO 201

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component: No Change

3. Currently, is this course taught off campus? No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? No

If YES, explain and offer brief rationale:

5a. Are there other depts. and/or pgms that could be affected by the proposed change? No

If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program? No

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

Distance Learning Form

Instructor Name: George Dirk Mateer

Instructor Email: dirkmateer@uky.edu

Internet/Web-based: Yes

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations? The course is asynchronous. It consists of 12 modules that include short lecture videos, podcasts, links to related media, quizzes and hw sets. Students also take three exams. The course is housed in Blackboard.

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc. We used the resident instruction course of Bob Gillett as a template and modified it slightly for the online environment. The goal was functional equivalency in terms of content and rigor. The RI class has quizzes, exams and textbook readings. Those components are each found in the DL version.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc. We are using Blackboard so the space is secure. In addition, quizzes and exam questions will be drawn from a pool of questions to ensure that academic integrity is guarded.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above? No

If yes, which percentage, and which program(s)? NA

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? The instructor of record will make accommodations for any university approved reason and notify students of services available through the university.

6. How do course requirements ensure that students make appropriate use of learning resources? We have links to the required textbook. All other resources will be available through direct links. No resources are housed in the library.

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. NA

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)? YES, see syllabus.

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? YES

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology. I'm not sure how to respond. The course will be housed in Blackboard.

10. Does the syllabus contain all the required components? YES

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: George Dirk Mateer

SIGNATURE|WHOYT|William H Hoyt|ECO 202 CHANGE Dept Review|20130822

SIGNATURE|SKELLEY|Scott W Kelley|ECO 202 CHANGE College Review|20130913

SIGNATURE|JMETT2|Joanie Ett-Mims|ECO 202 CHANGE Undergrad Council Review|20131113

SIGNATURE|WHOYT|William H Hoyt|ECO 202 CHANGE Dept Review|20130826

SIGNATURE|SKELLEY|Scott W Kelley|ECO 202 CHANGE College Review|20130913

| | |
|---------|------------------|
| Courses | Request Tracking |
|---------|------------------|

Course Change Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

Open in full window to print or save

Generate R

Attachments:

Browse...

Upload File

| ID | Attachment |
|-------------|------------------------------|
| Delete 2474 | syllabus for ECON 202 DL.doc |

First 1 Last

Select saved project to retrieve...

Get New

NOTE: Start form entry by choosing the Current Prefix and Number (*denotes required fields)

| | | | | |
|---|--|---|---------------------------|---|
| Current Prefix and Number: | | ECO - Economics ECO 202 - PRINCIPLES OF ECO II | Proposed Prefix & Number: | |
| * What type of change is being proposed? | | <input type="checkbox"/> Major Change <input checked="" type="checkbox"/> Major - Add Distance Learning <input type="checkbox"/> Minor - change in number within the same hundred series, exception 60 same "hundred series" <input type="checkbox"/> Minor - editorial change in course title or description which does not imply content or emphasis <input type="checkbox"/> Minor - a change in prerequisite(s) which does not imply a change in content or emphasis, or which is made necessary by the elimination or significant a the prerequisite(s) <input type="checkbox"/> Minor - a cross listing of a course as described above | | |
| Should this course be a UK Core Course? <input type="radio"/> Yes <input checked="" type="radio"/> No | | | | |
| If YES, check the areas that apply: | | | | |
| <input type="checkbox"/> Inquiry - Arts & Creativity <input type="checkbox"/> Composition & Communications - II <input type="checkbox"/> Inquiry - Humanities <input type="checkbox"/> Quantitative Foundations <input type="checkbox"/> Inquiry - Nat/Math/Phys Sci <input type="checkbox"/> Statistical Inferential Reasoning <input type="checkbox"/> Inquiry - Social Sciences <input type="checkbox"/> U.S. Citizenship, Community, Diversity <input type="checkbox"/> Composition & Communications - I <input type="checkbox"/> Global Dynamics | | | | |
| 1. General Information | | | | |
| a. Submitted by the College of: | | BUSINESS AND ECONOMICS | | Submission Date: 11/12/2013 |
| b. Department/Division: | | B&E Economics | | |
| c.* Is there a change in "ownership" of the course? | | | | |
| <input type="radio"/> Yes <input checked="" type="radio"/> No If YES, what college/department will offer the course instead? Select... | | | | |
| e.* * Contact Person Name: | | George Dirk Mateer | Email: dirkmateer@uky.edu | Phone: 8592577651 |
| * Responsible Faculty ID (if different from Contact): | | | Email: | Phone: |
| f.* Requested Effective Date: | | <input type="checkbox"/> Semester Following Approval | OR | Specific Term: ² Summer 2014 |
| 2. Designation and Description of Proposed Course. | | | | |
| a. Current Distance Learning(DL) Status: | | <input type="radio"/> N/A <input type="radio"/> Already approved for DL* <input checked="" type="radio"/> Please Add <input type="radio"/> Please Drop | | |
| *If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box) the proposed changes do not affect DL delivery. | | | | |
| b. Full Title: | | PRINCIPLES OF ECONOMICS II | Proposed Title: * | Principles of Economics II |
| c. Current Transcript Title (if full title is more than 40 characters): | | | PRINCIPLES OF ECO II | |

| | | | | | |
|--|--|-------------------------|---|-----------------------------------|---|
| c. Proposed Transcript Title (if full title is more than 40 characters): | | | | | |
| d. Current Cross-listing: | <input type="checkbox"/> N/A | OR | Currently ² Cross-listed with (Prefix & Number): | none | |
| Proposed - ADD ³ Cross-listing (Prefix & Number): | | | | | |
| Proposed - REMOVE ^{3d} Cross-listing (Prefix & Number): | | | | | |
| e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours ⁵ for each meeting pattern type. | | | | | |
| Current: | Lecture 3 | Laboratory ⁵ | Recitation | Discussion | Indep. Study |
| | Clinical | Colloquium | Practicum | Research | Residency |
| | Seminar | Studio | Other | Please explain: | |
| Proposed: * | Lecture 3 | Laboratory ⁵ | Recitation | Discussion | Indep. Study |
| | Clinical | Colloquium | Practicum | Research | Residency |
| | Seminar | Studio | Other | Please explain: | |
| f. Current Grading System: | ABC Letter Grade Scale | | | | |
| Proposed Grading System:* | <input checked="" type="radio"/> Letter (A, B, C, etc.) <input type="radio"/> Pass/Fail <input type="radio"/> Medicine Numeric Grade (Non-medical students will receive a letter grade) <input type="radio"/> Graduate School Grade Scale | | | | |
| g. Current number of credit hours: | 3 | | | Proposed number of credit hours:* | 3 |
| h.* Currently, is this course repeatable for additional credit? | | | | | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| * Proposed to be repeatable for additional credit? | | | | | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| If YES: | Maximum number of credit hours: | | | | |
| If YES: | Will this course allow multiple registrations during the same semester? | | | | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| i. Current Course Description for Bulletin: | <p>A study of how society's needs are satisfied with the limited resources available. Topics include contemporary issues such as inflation, unemployment, economic growth, international dependencies, and how public policy deals with them. Prereq: ECO 201 or equivalent.</p> | | | | |
| * Proposed Course Description for Bulletin: | <p>A study of how society's needs are satisfied with the limited resources available. Topics include contemporary issues such as inflation, unemployment, economic growth, international dependencies, and how public policy deals with them. A critical understanding of the U.S. and global economies will enhance your value as a manager or executive of a business (whether for-profit or non-profit), as a family member dealing with jobs and financial decisions, and as a voter in a democracy. The course will allow you to become knowledgeable of, and able to critically think about, the major macroeconomic issues of unemployment, jobs, recessions, economic growth, inflation, deflation, oil prices, monetary policy, the Federal Reserve, fiscal policy, budget deficits, the national debt, international trade, international finance, and the financial system.</p> | | | | |
| j. Current Prerequisites, if any: | Prereq: ECO 201 or equivalent. | | | | |
| * Proposed Prerequisites, if any: | ECO 201 | | | | |
| k. Current Supplementary Teaching Component, if any: | <input type="radio"/> Community-Based Experience | | | | |

| | |
|---|---|
| | <input type="radio"/> Service Learning <input type="radio"/> Both |
| <i>Proposed Supplementary Teaching Component:</i> | <input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both <input checked="" type="radio"/> No Change |
| 3. Currently, is this course taught off campus? | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| * Proposed to be taught off campus? | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| If YES, enter the off campus address: _____ | |
| 4.* Are significant changes in content/student learning outcomes of the course being proposed? | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| If YES, explain and offer brief rationale: | |
| 5. Course Relationship to Program(s). | |
| a.* Are there other depts and/or pgms that could be affected by the proposed change? | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| If YES, identify the depts. and/or pgms: | |
| b.* Will modifying this course result in a new requirement² for ANY program? | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| If YES ² , list the program(s) here: | |
| 6. Information to be Placed on Syllabus. | |
| a. <input type="checkbox"/> Check box if changed to 400G or 500. | If changed to 400G- or 500-level course you must send in a syllabus and <i>you must include the different</i> between undergraduate and graduate students by: (i) requiring additional assignments by the graduate and/or (ii) establishing different grading criteria in the course for graduate students. (See SR 3.1.4.) |

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL. **fields are required!**

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, **distance learning** is defined as educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructor are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technology.

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

| | |
|---|--|
| Course Number and Prefix: ECO 202 | Date: 8/22/2013 |
| Instructor Name: George Dirk Mateer | Instructor Email: dirkmateer@uky.edu |
| Check the method below that best reflects how the majority of the course content will be delivered. | |
| Internet/Web-based <input checked="" type="checkbox"/> | Interactive Video <input type="checkbox"/> |
| Hybrid <input type="checkbox"/> | |

Curriculum and Instruction

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Syllabus Guidelines, specifically the Distance Learning Considerations?

The course is asynchronous. It consists of 12 modules that include short lecture videos, podcasts, links to related media, quizzes and hw sets. Students also take three exams. The course is housed in Blackboard.

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goal assessment of student learning outcomes, etc.

We used the resident instruction course of Bob Gillett as a template and modified it slightly for the online environment. The

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic policy; etc.

We are using Blackboard so the space is secure. In addition, quizzes and exam questions will be drawn from a pool of questions to ensure that academic integrity is guarded.

4. Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any as defined above?

No

Which percentage, and which program(s)?

NA

*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery is 12 months from the date of approval.

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? The instructor of record will make accommodations for any university approved reason and notify students of services available through the university.

Library and Learning Resources

6. How do course requirements ensure that students make appropriate use of learning resources?

We have links to the required textbook. All other resources will be available through direct links. No resources are housed in the library.

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

NA

Student Services

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)? YES, see syllabus.

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATG)?

Yes
 No

If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology. I'm not sure how to respond. The course will be housed in Blackboard.

10. Does the syllabus contain all the required components, below? Yes

- Instructor's *virtual* office hours, if any.
- The technological requirements for the course.
- Contact information for Distance Learning programs (<http://www.uky.edu/DistanceLearning/>) and Information Technology Customer Service Center (<http://www.uky.edu/UKIT/Help/>; 859-218-HELP).
- Procedure for resolving technical complaints.
- Preferred method for reaching instructor, e.g. email, phone, text message.
- Maximum timeframe for responding to student communications.
- Language pertaining academic accommodations:
 - "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation detailing the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu."
- Specific dates of face-to-face or synchronous class meetings, if any.
- Information on Distance Learning Library Services (<http://www.uky.edu/libraries/DLIS/>)
 - Carla Cantagallo, DL Librarian
 - Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
 - Email: dllservice@email.uky.edu
 - DL Interlibrary Loan Service: http://www.uky.edu/libraries/libpage.php?web_id=253&lib_id=16

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

George Dirk Mateer

Revised
8/09

- ^[2] See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "i form will be sent to appropriate academic Council for normal processing and contact person is informed.
- ^[3] Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
- ^[4] Signature of the chair of the cross-listing department is required on the Signature Routing Log.
- ^[5] Removing a cross-listing does not drop the other course – it merely unlinks the two courses.
- ^[6] Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See *SR 5.2.1.*)
- ^[7] You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.
- ^[8] In order to change a program, a program change form must also be submitted.

Submit as New Proposal Save Current Changes

Syllabus for Economics 202 Principles of Macroeconomics Distance Learning Section

Instructor: George Dirk Mateer

E-mail: dirkmateer@uky.edu

Contact information for UK's Information Technology Customer Service Center

- <http://www.uky.edu/UKIT>
- 859-218-HELP
- If, after you have contacted UK's Information Technology Customer Service Center, your issue remains unresolved contact me so I can assist you. Every effort will be made to ensure that technology issues are accommodated fairly and do not impede progress in the course.

Technical Requirements for this Course:

| | |
|---------------------|--|
| Hardware | <ul style="list-style-type: none">• Headset with a microphone• Webcam (<i>Recommended</i>) |
| Software | <ul style="list-style-type: none">• The latest version of Java (Available Here)• The latest version of Adobe Flash (Available Here)• The latest version of Adobe Acrobat Reader (Available Here)• Microsoft Office (Available free to students through http://download.uky.edu) |
| Internet Connection | <ul style="list-style-type: none">• 1 MBPS Broadband Connection |

Course Website in Blackboard on the UK Website, Link Blue and then MYUK

Course Objectives

A study of how society's needs are satisfied with the limited resources available. Topics include contemporary issues such as inflation, unemployment, economic growth, international dependencies, and how public policy deals with them.

A critical understanding of the U.S. and global economies will enhance your value as a manager or executive of a business (whether for-profit or non-profit), as a family member dealing with jobs and financial decisions, and as a voter in a democracy. The course will allow you to become knowledgeable of, and able to critically think about, the major macroeconomic issues of unemployment, jobs, recessions, economic growth, inflation, deflation, oil prices, monetary policy, the Federal Reserve, fiscal policy, budget deficits, the national debt, international trade, international finance, and the financial system.

Student Learning Outcomes

This course is designed for you to learn the fundamental tools and knowledge of macroeconomics and to help you learn how to use those tools to understand, explain, and solve real-world events and problems.

Specifically, we have the following twelve student learning outcomes for the course:

1. Students will be able to describe in depth the current economic situation and the 2007-2009 recession, including its causes and policy responses by the government and the Federal Reserve.
2. Students will be able to compare and contrast nominal and real GDP, and nominal and real interest rates, and the three types of unemployment (frictional, structural, and cyclical).
3. Students will be able to explain the factors that affect the four components of total spending in the economy (consumption, investment, government purchases, and net exports).
4. Students will be able to use the aggregate expenditure model to explain and predict the effect of changes in total spending on real GDP, and total employment.
5. Students will be able to use the aggregate demand and aggregate supply model to explain and predict the effect of aggregate demand and aggregate supply shocks on real GDP, the unemployment rate, and inflation.
6. Students will be able to compare and contrast monetary policy and fiscal policy.
7. Students will be able to describe in detail the structure and goals of the Federal Reserve System, including being able to explain Federal Open Market Committee press releases.
8. Students will be able to summarize the current macroeconomic situation in the world with special emphasis on the United States, Europe, England, Japan, and the BRIC (Brazil, Russia, India, & China) nations.
9. Students will be able to explain a fractional reserve banking system, bank runs and bank panics, and why during the recent recession a bank run occurred on investment banks.
10. Students will be able to distinguish between the federal budget deficit and national debt, and the impact of the business cycle on both.
11. Students will apply demand and supply analysis to explain exchange rate movements in the short run, and apply purchasing power parity theory to explain exchange rates movements in the long run.
12. Students will be able to analyze and evaluate articles and news reports related to a nation's macro economy.

Required Text

Principles of Macroeconomics by Mateer and Coppock. (1st Edition. Norton Publishers, 2013).

In addition, you are responsible for listening to the podcasts, lecture and problem-solving clips, and other links to media in each of the modules. You will find that the media that are posted will help you immensely in understanding the real-world applications of the economic analysis that the textbook readings cover.

Course Schedule (each module = one week) and Readings

- I. Introduction to Macroeconomics and Gross Domestic Product
(Read Chapter 6, pages 172-205)
- II. Unemployment
(Read Chapter 7, pages 206-237)
- III. The Price Level and Inflation
(Read Chapter 8, pages 238-267)
- IV. Economic Growth and the Wealth of Nations
(Read Chapter 11, pages 324-357)
- V. **Review and Exam 1**
- VI. The Aggregate Demand-Aggregate Supply Model
(Review Chapter 13, pages 392-425)
- VII. The Great Recession, the Great Depression and Great Economic Debates
(Chapter 14, pages 426-447)
- VIII. Federal Budgets
(Chapter 15, pages 450-481)
- IX. Fiscal Policy
(Chapter 16, pages 482-511)
- X. **Review and Exam 2**
- XI. Money and the Federal Reserve
(Chapter 17, pages 514-545)
- XII. Monetary Policy
(Chapter 18, pages 546-579)

- XIII. International Trade
(Chapter 19, pages 582-607)
- XIV. International Finance
(Chapter 12, pages 354-378; Chapter 13, pages 608-643)
- XV. **Review and Exam 3**

Evaluation Criteria:

Your final grade for the course is based on the distribution below. Four hundred points are possible and your grade in the course will be the number of points you receive divided by four hundred. Your grade will then be determined on a standard 100 point scale. A: 90% to 100%, B: 80%-89.99%, C: 70%-79.99%, D: 60%-69.99%, E: 59.99% and below. If I feel that a curve is necessary it will be determined separately for each exam. Quiz and hw assignment grading will be based upon 14 quizzes worth 7 points each and 6 hw assignments worth 7.5 points each. You are graded on your 10 highest quiz scores and 4 highest hw scores. All other quiz and hw scores are dropped. There are three exams each worth 100 points. Exam questions will reflect the information and ideas presented in the relevant modules and assigned readings.

| Task | % of Course Grade |
|-------------------------|--------------------------|
| Quizzes and Assignments | 100 points (25%) |
| Exam I | 100 points (25%) |
| Exam II | 100 points (25%) |
| Exam III | 100 points (25%) |
| Total | 400 points (100%) |

Quizzes and HW problems

Since a large number of the quiz and hw assignment scores are dropped, I do not give "make-up" quizzes or hw assignments or provide additional time to complete them.

Exams

Review questions can be found on Blackboard to help you prepare for the exams. If a student has an excused absence on a day when an exam is given, the instructor will provide a make-up exam at a mutually agreeable time. Even though each of the exams are non-cumulative, economics as a discipline is cumulative so your knowledge of the earlier material pays big dividends in helping you do well on the alter material.

All exams must be taken in the UK Testing Center during at the times specified in modules V, X, and XV.

Excused Absences

If you miss an exam with an unexcused absence you will receive a zero for the exam. The University defines the following as excused absences: illness of the student or serious illness of a member of the student's immediate family; death of a member of the student's immediate family; University sponsored trips; or major religious holidays. **In each foreseen case, written verification will be required at least one week before the scheduled exam and permission to miss an exam must be secured before the scheduled exam time.** IF YOU MISS AN EXAM FOR AN UNFORESEEN REASON YOU SHOULD CONTACT ME AS SOON AS YOU ARE PHYSICALLY ABLE TO SEND AN EMAIL MESSAGE AND I WILL DETERMINE WHETHER THE SITUATION IS EXCUSED.

Grading Timeline

Graded exams and hw assignments will be returned no later than one week after the scheduled due date. This amount of time is necessary since the exams and hw assignments include short answer questions that take time to grade accurately. Your quiz scores for each module are automatically graded and will be immediately available to you after you take them.

Midterm Grades

Each student will receive a midterm grade. If you have any questions or concerns about this grade please contact the instructor.

Communication Response Timeline:

Your instructor will always respond to your email within 2 business days, although responses should typically be one day or less. ☺

Policy on Academic Accommodations Due to Disability

If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu.

Cheating

Cheating is not tolerated at The University of Kentucky. Anyone caught cheating will be penalized severely. The full penalty will be determined in consultation with the Chairman of the Department of Economics. The minimum penalty is an "E" for the course.

Practice Questions

In addition to required homework assignments and readings, I encourage you to complete the optional practice questions. Completing practice questions is a vital means to assist you in learning the material. Practice questions provide feedback about your personal level of understanding. Each module contains numerous practice questions and there are additional practice questions available to prepare you for every exam. Students may work together on practice questions BUT YOU MAY NOT WORK TOGETHER ON ANY EVALUATIVE EVENT.

Information on Distance Learning Library Services (<http://libraries.uky.edu/dlls>).

Carla Cantagallo, DL Librarian

(859) 257-0500, ext. 2171

Email: dllservice@email.uky.edu

DL Interlibrary Loan Service: http://libraries.uky.edu/page.php?lweb_id=253