

# Department of Economics, College of Business, The University of Akron

## ECON 244 Introduction to Economic Analysis

Section 501 & Section 502

### A 100% Web-Based Course

The class homepage is at <http://brightspace.uakron.edu/>

January 10, 2025

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Associate Professor Emeritus

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**Spring 2025**

→ **When you email me, always include in the email subject: E244 WWW Spring 2025**

I am rarely in my office at CBA 321, but I meet students in MS teams when needed. Almost all contact will be and should via email.

To participate in this course, you must use MS Word for the weekly assessments since they are written in Word Forms. No compatible product is acceptable.

This course has weekly assignments starting the first day of class.

## INTRODUCTION

Welcome to Economic Analysis, where you will learn the foundations of economics and how to apply economic principles to everyday problems. We will first focus on microeconomics and second on macroeconomics. This course has been continuously offered in this online version for the last 22 years, since 2003; it is designed to allow you to master the subject, and its format is not a response to the recent and past COVID-19 pandemic.

This is a 100% web-based course with no required face-to-face meetings. All contact between the professor and students is via the computer. It is a mastery-based course with high-performance expectations.

## CONTENTS

<b>Introduction</b> .....	<b>1</b>	<i>Policy on AI for this course</i> .....	<b>7</b>
<b>Expectations</b> .....	<b>2</b>	<i>Writing, Editing, Citation and Research Policy</i> .....	<b>7</b>
<b>COURSE DATES</b> .....	<b>3</b>	<i>Failure to Cite AI</i> .....	<b>7</b>
<b>Policy: DUE DATES versus MODULE CLOSURE DATE</b> ..	<b>3</b>	<b>Textbook and Course Support</b> .....	<b>7</b>
<b>COVID Policies</b> .....	<b>3</b>	<i>Textbook Number 1 – Stephen A. Greenlaw, David Shapiro, and Daniel MacDonald</i> .....	<b>7</b>
<b>Staying on track</b> .....	<b>3</b>	<i>Textbook Number 2 – Henry Hazlitt</i> .....	<b>7</b>
<b>What Past Students will tell you</b> .....	<b>4</b>	<b>How the course is Designed</b> .....	<b>8</b>
<b>Your UAnet ID and Contacting your Professor</b> .....	<b>5</b>	<i>Module Types</i> .....	<b>8</b>
<i>Professor response time</i> .....	<b>5</b>	<i>Economic Evidence Modules</i> .....	<b>9</b>
<i>Office hours</i> .....	<b>5</b>	<i>Quiz based modules</i> .....	<b>9</b>
<b>Tutoring via Knack</b> .....	<b>5</b>	<i>The Importance of Learning Assessments</i> .....	<b>10</b>
<b>Grading Policy</b> .....	<b>6</b>	<i>Learning Assessment FAQs</i> .....	<b>11</b>
<b>Grade Scale</b> .....	<b>6</b>	What if I do not follow those directions?.....	<b>11</b>
<i>UA Policy for grade appeal</i> .....	<b>6</b>	What if I forget to send the learning assessment on the same day that I complete the quizzes? .	<b>11</b>
<b>Academic Honor - Important</b> .....	<b>6</b>		
<b>University Statement on the Ethical Use of AI</b> .....	<b>6</b>		

Are the learning assessments graded? .....	11	“Rules of the Game” .....	13
What if I am late in submitting my learning assessment?.....	11	“Warning” Do not take quizzes back-to-back..	13
I submitted my learning assessment and I haven’t received a response. ....	11	Acceptable progress .....	13
How are the learning assessments treated differently as we progress in the course?.....	11	Unacceptable progress .....	13
<i>Self-paced, self-disciplined Design</i> .....	12	Is Advance Automatic or Manual?.....	13
<i>What if I get a bad question or disagree with the answer? (Point 3 is most critical)</i> .....	12	Learning Assessments are required after each module quiz completion. ....	14
<i>History of this course.</i> .....	12	Computer Requirements .....	14
<b>A Mastery-Based Course Design</b> .....	<b>13</b>	Course Learning Objectives .....	<b>14</b>
		Academic Calendar.....	<b>16</b>

## EXPECTATIONS

1. The course is deadline-based and does not follow the university calendar. This means there is scheduled work to be done even if you have “days off” and official holidays from the academic schedule. It is the student's responsibility to work around university holidays and meet the course due dates. No assignments are due on a regularly scheduled “day off,” such as Spring Break and the occasional holiday. But holidays do not stop the clock of assignments due.
2. The calendar at the end of this syllabus is linked on the course's home page. This printed calendar will rule if it is different from the digital Brightspace calendar. The student is responsible for staying on track even if the programmed dates are off. If in doubt, contact the professor about a specific timing question or where a program inconsistency may occur. I appreciate when students alert me to the data inconsistencies (there is a ton of programming of modules, items of content, and their due and closure dates; it is easy to miss one).
3. Students must use MS Word for all weekly Learning Assessments and will email them to me from their UAnet email in DOCX format only. All other submissions will be rejected for reasons which will cost you time. The learning assessments are MS Word Forms and cannot be completed with other word processing software. If you do not have MS Word, install it now. Not owning MS Word is not an excuse since it is installed on every public computer in every lab or location for students.
4. Students work individually, never in groups, and not necessarily on the same schedule.
5. You should expect to log in at least every two days this semester. Do not let more than one day lapse without checking on your course. There are no programmed days off or breaks.
6. Communication is always a “two-way street.” Students are expected to read all the messages from the professor and respond when appropriate. I try to always respond to each learning assessment.
7. An assignment is due every Tuesday (and a few others on different days, as noted on the calendar and in color). The assignments are a mixture of writing assignments (about 45 points) and quiz-based learning (about 135 points).
8. A module ends every Monday, and you will generally not be able to complete it after that. We will discuss the due versus closure dates below.

### Critical Expectation:

**You are tested on Evidence and not Opinion, tested on economics and not politics or social mores. Leave your opinions and politics at the “door” of this class.**

You will not be tested for grades on current events or case studies in economics, but they will come up in your study. You are expected to learn timeless economics principles and solve problems with analysis. Opinion and emotion have no place in economics, and we will employ logic and evidence.

Evidence includes both established economic theory and validated data. Three specific assignments deal explicitly with economic evidence [Modules 2A (week 1), 7A (mid-term), and 15A (last week)].

In the Fall of 2024, there was a presidential campaign and election. During this term, the Trump Administration begins on January 20, and you will be flooded with media presentations trying to tell you how the economy works or who can fix it as various current topics arise. Leave your politics outside this course and learn to think clearly and analytically. My advice is not to believe anything you hear from any source until you have vetted it from the timeless principles in this course.

We will focus on economics and not the politics of the day, but the two will be intertwined from time to time. It is for you to cut through politics to get to the economics. Your first assignment, Economics in One Lesson, will be your guide.

## COURSE DATES

- First day of access to the course: Saturday, January 11, 2025
- Course begins: Monday, January 13, 2025
- Last day to drop without a grade of WD: January 26, 2025
- Last day to withdraw: March 2, 2025. *Verify this with your advisor.*
- Midterm Data Project, April 26-March 4, 2025
- The Data Analytic Project, Module 15A (Final Term Paper) is due May 6, 2025
- The last day to submit the Data Analytic Project, Module 15A, is Thursday, May 8, 2025, at 11:30 p.m., without my explicit written permission.
- Module 16 Evaluations must be submitted on or before Friday, May 9, 2025, at 11:30 pm. There are three required evaluations, and the University sets one and may have an earlier due date. Evaluations in this class are required and part of your grade.
- Final Instruction Day, Sunday, May 4, 2025.
- Grades are recorded: Tuesday, May 13, 2025

## POLICY: DUE DATES VERSUS MODULE CLOSURE DATE

- **Due Dates:** Class deadlines include required “Due Dates” every Tuesday for each module, keeping the student on pace to complete the course. (See Calendar below or in the course for reminders.) My policy is not to allow students to miss the Due Dates and not to give extensions.
- **Module Close Date:** Each module has a “Module Close Date” on the following Monday, after which time the student who has not attempted that module will have a zero (‘0’) recorded. The time between the Due date and the Closure date is not for the student’s use without permission or special requirements. It is my time to deal with your submission and to schedule interventions for underperformance.

## COVID POLICIES

The university has policies in place for coronavirus. See <https://www.uakron.edu/return-to-campus/index.dot> and make sure you are in compliance.

## STAYING ON TRACK

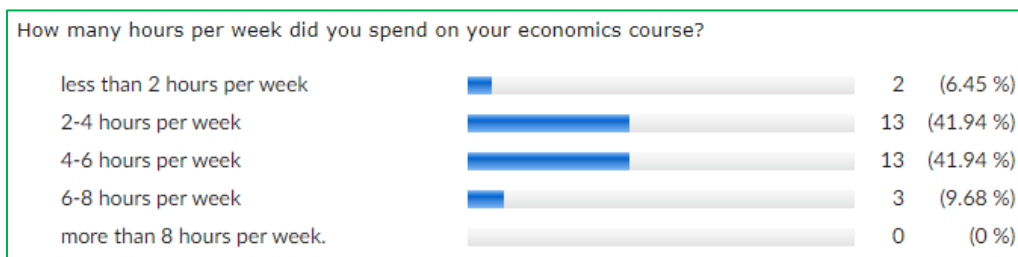
See the calendar at the end of this syllabus and on the course's home page. The course homepage is where you will always land after logging into your course on Brightspace—the calendar rules when there is a discrepancy with a digital course due date.

1. **Every Tuesday:** All modules have a due date designed to keep you on track and moving forward. There is work due every Tuesday. Late work is subject to a penalty. The time between Tuesday and the closure date of Monday is my time, not yours. (I know, you will hear this a lot.)
2. **Every Wednesday:** You are to start the next module.
3. **Every Monday:** All modules have a date of closure at which time the quiz on that module will cease to be available, and a score of zero will be recorded unless we have made a prior special and rare arrangement in writing. These closures are all on Mondays (except finals week).
4. **There is no grace period;** however, the period between the Tuesday Due Date and the Monday Closure date is to be used only if you find yourself in some occasional difficulty with content or life. Using that grace period requires my advance permission in writing. Be warned that entering the grace period on one module does not extend the due dates on subsequent modules.

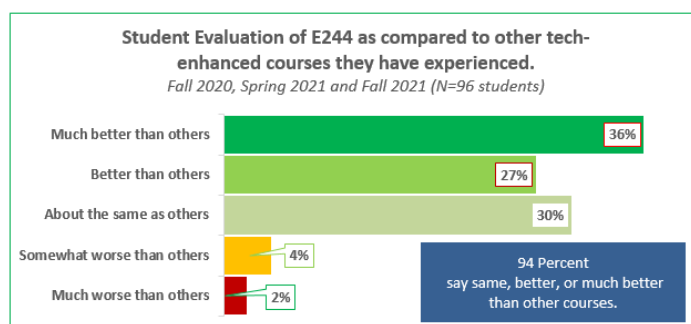
## WHAT PAST STUDENTS WILL TELL YOU.

Past student reviews of this course are available at my blog at <https://econdatascience.com/online-class-support>. Please read them. At the time of this writing, the latest set is for Fall 2024.

- You will discover that your fellow students have cautioned you not to underestimate the amount of work in this course and the dangers of not sticking to the completion schedule. You do not have to sit through three one-hour lectures each week and use up the travel time to get there and back. As you can see from the students who reported in Spring 2024, the amount of time required each week is reasonable for a 3-credit course and averages about 4 to 5 hours per week. Your “mileage may vary.”



- 87% of fall 2021 students, 100% of spring 2021 students, and 94% of fall 2020 students say this course is the same or better than all other technologically enhanced courses they have experienced, 36% saying much better.



- The students will also tell you that in a typical term, all those with grades lower than A fell behind and could not keep up or were sacrificing learning to catch up.

## YOUR UANET ID AND CONTACTING YOUR PROFESSOR

1. You must always use your UAnet (uakron.edu) email account. When I communicate with your UAnet email account, I assume you will read it promptly and answer as appropriate. There is no exception to this.
2. **IMPORTANT:** When you email me always
  - a. Include this in the subject of the email, E244 WWW Spring 2025
  - b. include your full name at the end of your message.
  - c. Include your Uanet ID under your name.
  - d. Never include your student number (it is meaningless to me).
3. When contacting me, you must include your UAnetID. Your UAnetID is the 'letters and numbers' in front of your email address. For example, if your email address is me123@uakron.edu, then 'me123' is your UAnetID. MY UAnetID is myers, from myers@uakron.edu.

### Professor response time

Normally, our communications will be via learning assessments, which are MS Word Forms. You will find these forms at the end of every module. The MS Word form is to be submitted as an MS Word file with a DOCX extension upon completion of your module quiz. The exception is that there is no learning assessment for the data analytic assignments (modules 2A, 7A, and 15A).

I will generally be online every day or two during the week to check your progress. Nevertheless, a 48-hour response from the professor will be considered timely, longer on weekends. Therefore, you must plan for a day or two turnaround between each module.

**I endeavor to respond to every email (especially learning assessments) I receive.** However, if many students are struggling, my ability to respond will be delayed.

Module quizzes on which you do not achieve the required score, which is 100% in the early modules, require me to advance you manually after I review your work. I will do this when I respond to your learning assessment and, in some cases, before I respond. Until then, you may not take the next module quiz even if it is due!

### Office hours

Office hours are virtual through MS Teams and by appointment. I will announce any open virtual office hours during the term.

Your best contact for me is by email. I prefer to answer your questions via email. Do keep the thread of prior emails on the same subject together. Remember to include the unique subject line for the term in the subject, **E144 WWW Spring 2025**.

If you want to meet with me in MS Teams (a virtual conference), email suggested times, and I will respond. Do not stop all work on the course waiting for us to talk. A link to the virtual office may be in the course on the front page of the course.

## TUTORING VIA KNACK

Students looking for free tutoring outside of the classroom are advised to consider working with a peer tutor via Knack. The University of Akron College of Business Administration has partnered with Knack to provide students access to vetted peer tutors who have previously aced this course; services are sponsored (free) for students while supplies last. To view available tutors, visit <https://www.joinknack.com/school/university-of-akron> and sign in with your student account.

## GRADING POLICY

The final grade in the course will be based on 175 points:

1. 0 points – Zero points are awarded for Module 1, but you cannot continue the course until this module is completed by submitting the learning assessment.
2. 10 points - The **Economics in One Lesson written assignment**, Module 2A is worth up to 10 points. You cannot start Module 2B until you submit your essay in the assignment space.
3. 10 points each—There are 12 module quizzes numbered 2B, 3, 4, 6-9, and 11-15. Each has a maximum value of 10 points, for a total of 120 points.
4. 15 points - The **Data Ignorance Midterm Project essay assignments**, Module 7A are worth up to 15 points (5 points max on each of three required essays).
5. 20 points - **The Final Analytical Data Project (term paper)**, Module 15A is worth up to 20 points.
6. 10 points—I require everyone to complete the evaluations in Module 16, so if you complete them all, you will receive 10 points for Module 16, the final evaluation module. Evaluation points are awarded for completing all forms, not for what is said on the form. You will get either 10 points for completing all the forms or zero points. No exceptions.

Bonus points, if awarded, will add directly to your final percentage total. Letter grades will then be assigned based on that new score, as shown in the next section. All bonuses are found in the course content but are never put on the calendar and are never required.

## GRADE SCALE

No grades will be scaled. There is no extra credit; however, there are a few unannounced content bonuses.

The percentage grade is calculated as the sum of your points divided by the total amount possible of 175 points. Grade Scale will be A for 92-100 percent, A- for 90-91, B+ for 88-89, B for 82-87, B- for 80-81, C+ for 78-79, C for 72-77, C- for 70-71, D+ for 68-69, D for 62-67, D- for 60-61, F below 60 percent. [Note: 91.99 is still an A-. There *is no rounding of scores*]. The class is not competitive with the other students, and all will make the grade for which they are qualified. The goal is for all students to master economic analysis.

## UA Policy for grade appeal

A student who wishes to appeal a final grade must initiate the procedure by the end of the fifth week of the spring semester for grades received during the preceding fall semester and by the fifth week of the fall semester for grades received during the preceding spring or summer semesters. For grades earned during the semester in which a student graduates, grade appeals must be initiated and completed before the degree is posted to the student's permanent record. Students must first review the matter with the instructor. If the matter is not resolved, or if the instructor is not available, the student must submit a written appeal to the department chair or school director. Re-examination to raise a grade is not permitted.

## ACADEMIC HONOR - IMPORTANT

*Taking the quizzes for this course is NOT a "team" activity. All work should be entirely on your own and not done in consultation with classmates or anyone else. Any violation of this policy, including reference to any student work past or present, will result in a grade of "F" for the course. You should be aware that Brightspace tracks all activity that takes place within the program including which IP address you are using. All quizzes are randomized, so questions are rarely the same from student to student and from attempt to attempt.*

## UNIVERSITY STATEMENT ON THE ETHICAL USE OF AI

AI tools (such as ChatGPT, Copilot, Gemini, Grok and more) are powerful tools that can be used to aid in the learning process. The inappropriate or unethical use of such technologies will violate the Code of Student

Conduct as cheating, plagiarism, fabrication, unauthorized collaboration, misrepresentation, and/or gaining an unfair advantage. For the Code of Student Conduct, see <https://www.uakron.edu/oaa/faculty-affairs/What-students-need-to-know>.

### Policy on AI for this course

You are not permitted to submit any assignment created in whole or in part using artificial intelligence, large language models, or the equivalent. While these tools may be revolutionary to our industry in the future, the purpose of this class is to teach you how to write, research, and think like an economist.

Allowing AI to do your thinking and writing for you will harm the development of your own skills. Further, you must understand how to write, research, and think like an economist before you can properly instruct and use AI to assist you. Using AI in the production of any submitted written assignment, including non-graded responses and assessments, is an academic honor and integrity violation and will result in a zero on the module and referral to the disciplinary committee.

If you use AI in any way in this course, you must declare that in your learning assessment and/or writing assignments. See below.

### Writing, Editing, Citation, and Research Policy

You may (and should) use programs such as Microsoft Word's Editor and Grammarly's editing tools. Remember that you should not automatically and thoughtlessly make all the changes these tools suggest. You may use any publicly available tool for research, including AI products. You must state your research sources, including the tools you used to find the research. It is unnecessary to mention that you used a search engine like Google or Bing. Still, you must reference when you use more professionally oriented search engines such as Google Scholar. If you use AI to generate research materials, you must indicate that in a citation at the end of your document and you must include in quotes anything written by the AI.

### Failure to Cite AI

Here is how to cite AI, <https://apastyle.apa.org/blog/how-to-cite-chatgpt>. Failure to cite AI usage in your research will be graded and treated the same as if you used AI to submit your finished work which is to say a failure.

## TEXTBOOK AND COURSE SUPPORT

You will need two (2) texts, both free and online.

### Textbook Number 1 – Stephen A. Greenlaw, David Shapiro, and Daniel MacDonald

The first and primary textbook is [Principles of Economics, Third Edition](#), by Steve Greenlaw, David Shapiro, and Daniel MacDonald is FREE and Open Source. Please go to this link to acquire the FREE text in one of many formats:

<https://openstax.org/details/books/principles-economics-3e>.

I will sometimes refer to the text as Greenlaw, or as Greenlaw and Shapiro in the course, and by that I mean always the third edition. Yes, you may use the second edition, but why would you want to?

### Textbook Number 2 – Henry Hazlitt

The second book that we will use in the first week is by Henry Hazlitt, [Economics in One Lesson](#). You can FREELY download it or read it online at <https://fee.org/resources/economics-in-one-lesson/>. It will be used in Module 2a. (Once on the fee.org page, scroll down to see the full online web-based version).

You may also acquire the downloadable PDF or the audio version at <https://fee.org/ebooks/economics-in-one-lesson/downloads/> which is a link from the page referenced above.

## HOW THE COURSE IS DESIGNED

### Module Types

The course is organized into modules, which are revealed one by one. The modules must be completed in order, and you must master each one before being permitted to move forward.

#### Orientation

**Module 1** This is a required orientation module and must be completed by the first Tuesday of the semester.

#### Economic Evidence Assignments

**Module 2A** How you think matters. Please read and review the book Economics in One Lesson. Although there is no 'data' involved, it lays the foundation for the entire course, particularly Modules 7A and 15A.

**Module 7A** How you think requires correct evidence. Facts Matter. There are three parts, each beginning with a quiz on your current knowledge and ending with an essay. Your grade is a function of your essay, not your terrible knowledge score (Students score very low on current knowledge).

- Part 1 tests your knowledge of world data,
- Part 2 tests your knowledge of US data, and
- Part 3 tests your knowledge of inequality data.

**Module 15A** Economic data analysis requires critical thinking, correct evidence and the scientific method.

This is the final economic data analytic project. Asking and answering an essential question about the economy using theory and data.

#### Quiz-based Modules

Module 2B	<b>Foundation Modules</b>
Module 3	Scarcity, Opportunity Costs, Demand and Supply, Demand Elasticity, Supply Elasticity, Labor and Financial Markets
Module 4	
Module 6	<b>Microeconomics</b>
Module 7	Cost and Industry structure, the theory of the firm, Private and public goods, the environment, Policy, and an economic Theory of Government
Module 8	
Module 9	
Module 11	<b>Macroeconomics</b>
Module 12	GDP, Economic Growth, Unemployment, Inflation, Money and Monetary Policy, the Federal Reserve, Macroeconomic modeling, Government Spending, Taxation, Deficits, Debt
Module 13	
Module 14	
Module 15	

#### Evaluations

**Module 7A** This evaluation is the first item in Module 8 and reflects on Module 7A just completed. It is due when presented to you.

**Module 16** Three evaluations: (1) a one-question quality evaluation, (2) a confidential College or University evaluation, (3) an evaluation of the elements of this course.

#### Bonus Points

Bonus opportunities are embedded in the course content. They are never announced and while they carry date restrictions, they are not part of the course and are not required.



## Economic Evidence Modules

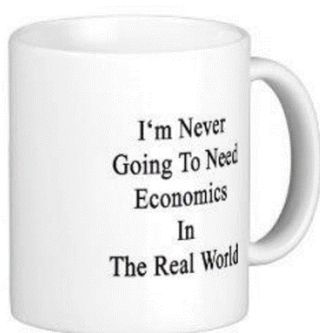
Three of the weekly course modules are designed to teach you the importance of data and economic theory in solving problems.

The first of these, Module 2A, is focused on theoretical evidence with some examples and seems simple. In reality, it is so deep that even Nobel Prize-winning economists get it wrong, and many economists ignore the role of long-term data every day. This is especially true of agency economists, those employed by or supporting a particular agency or political party ideal. The masterpiece, Economics in One Lesson, sets the stage for the subsequent economic evidence modules.

Module 7A shows us how we are biased in solving economic problems because we have an inaccurate perception of the world. That is, we seem to ‘know’ things that aren’t so. This creates a false premise from which we make terrible economic and policy decisions. Module 7A also shows us that emotions and opinions have no place in analysis because they can lead our predictions astray. The six quizzes of Module 7A take the place of any midterm exam. Three quizzes assess what you currently know, then three ask you to reflect on your learning by answering some formal and general questions.

Finally, the Final Data Analytic Project, Module 15A is revealed about a month before it is due. It represents the final project in the course and takes the place of any final exam. You will learn to display long-term data in a graphical interface to support your solution to a causal economic question. The tool you will use, FRED, from the Federal Reserve Bank of St. Louis, will become a lifelong companion. Nevermore will you have to depend only on news and opinion sources for facts. You can generate your own, do your own research, and refuse to be fooled.

*The most honest statement by a famous economist in all of academia!*



“The purpose of studying economics is not to acquire a set of ready-made answers to economic questions, but to learn how to avoid being deceived by economists.”

Joan Robinson

## Quiz based modules

Each Quiz-based Module consists of (1) content to study, (2) a thrice repeatable 10-item quiz, and (3) a required learning assessment.

Twelve modules are Chapter-based and include a quiz at the end. You must take the quiz up to three times (or score a 100%), but the questions change with each attempt. (10 points each)

You must take each Module quiz three times if you do not score a 10. If you score a 10, you may advance.

The Graph Quiz: The graphics quiz in Module 2B is not counted in your grades. It is an assessment of your skills to signal your ability to do well in the graphical skills critical to this course. Failure to do well on the graph quiz spells trouble for your ability to do this course successfully. ***Until you score a 9 or 10 (out of 10) you will not be able to advance to the Module 2B quiz.***

- ❑ Each module (2B to 15) includes various files of helpful material to help you learn the material of the chapters.
  - (content) Each chapter includes a lecture outline, a PowerPoint presentation, and a set of thinking questions (including answers). Enhancements include video and sound files to highlight important concepts.
  - (quiz) At the end of each module is the quiz of 10 questions based on the learning objectives for each chapter. The actual learning objectives that are tested is listed in the content for each module. You must take the quiz up to three times or score perfectly.
  - (Learning assessment) After you take the last quiz, you must complete a learning assessment. The learning assessment after a quiz signals the completion of the module to the professor.
  - (advancing) You are advanced upon achieving a score required to advance (100% in the early modules); otherwise, you must wait for Dr. Myers to manually advance you.
- ❑ The content of the next module will open immediately after you take three attempts of the previous module quiz or if you receive a score of 10. If you do not take three attempts or score a 10, I will have to manually override this so that you can see the content.

## The Importance of Learning Assessments

Learning Assessments are our formal weekly conversations. As pure distance learners, you can feel isolated from your professor, and your professor can feel isolated from the students. Think of the learning assessments as a private office visit (via email) between you and me, your professor. You tell me how you did, and I will react.

- ❑ You must complete a Learning Assessment form immediately after your last module quiz. Do not delay this, or it will delay you.
- ❑ The learning assessments are found at the end of each module (except modules labeled with an "A," such as 2A, 7A, or 15A)
  - You must download the appropriate learning assessment file to your computer. The learning assessment is always found as the last link in the content of each module (not labeled with an "A")

- Once downloaded, you may complete it. The file is an MS Word Form, and you must use MS Word to complete it. MS Word files have docx extensions, which is the only extension that is acceptable for submission.
- Save the file to your computer. I recommend naming it with your name and Module xx so you can keep each of them organized and straight.
- Email the completed Word file to me as an attachment with a docx extension. **Do not send it as a pdf file.** Do not send a link to the cloud, whether One Drive or any other cloud document storage. I will never open cloud-shared documents.
- Your email must use the exact specified subject in red type at the top of each form. The subject format is generally **E244 WWW Spring 2025 Module xx Assessment by your full name** where xx is the specified number of the module. If the form in the course references a prior term, update it to the one given here.

## Learning Assessment FAQs

### What if I do not follow those directions?

Your submission will be rejected, you will have to resubmit, and your advancement to the next module will be held up. You will have unnecessarily fallen behind.

### What if I forget to send the learning assessment on the same day that I complete the quizzes?

Then, you will fall behind.

### Are the learning assessments graded?

No letter grade is specified (except in the summer sessions), but this does not mean it won't affect your grade in two ways. (1) if you chronically fail to submit learning assessments on time, you will fall behind, and (2) I offer ten free points for Module 16 and only deduct from that when learning assessments have been a problem between us (chronic misses or late submissions.)

### What if I am late in submitting my learning assessment?

A learning assessment submitted after the due date (all are on Tuesdays) is considered late. At my discretion, I can choose not to answer. This is especially true if you are behind in the macro modules, and my feedback is critical for doing well on Module 15A.

### I submitted my learning assessment, but I haven't received a response.

You could have submitted it late, and I will not respond. It could also be that I am swamped and cannot respond within 3-4 days. If it is the wrong form, I will respond with a rejection. Do not wait for my response before continuing your study for the course, Go on to the next module.

### How are the learning assessments treated differently as we progress in the course?

- In Modules 2, 3, and 4, I am very rigorous in my expectations and answers. This is foundation material and any misses puts you in jeopardy, so I want to "fix" that. Scores on these modules should all be 10s for all students, that is, 100% on each module.
- In Modules 6, 7, 8, and 9, I will be more relaxed. Question accuracy is still important, but the economics broadens to serious applications, and you and I will become more policy-focused. Here, a score of 9 is as acceptable as a 10, but you still must take three attempts.
- In Modules 11 to 15, we cover macroeconomics. You will be required to learn and perform economic graphics (Create-A-Graph) and to submit a graph and analysis in each learning assessment. My comments

will be extensive as we work towards you completing your economic analysis in Module 15A. I will focus more on you doing well in data analysis than on specific answers in these chapters.

## Self-paced, self-disciplined Design

It is impossible to complete this course in a few weeks! Students report that this course is as much or, in some cases, more work than a regular face-to-face course. We will cover almost the entire textbook. While this is a self-paced course, you may still have to wait up to two days between modules for my response. If you fall behind, there is no guarantee that you can complete the course on time. So, pay attention to the suggested course completion schedule and stay on pace to finish as shown.

You must initiate contact if you are held up because of me or that is what you perceive. It is not my job to keep you on track.

## What if I get a bad question or disagree with the answer? (Point 3 is most critical)

1. With 5000-6000 questions in the test bank, some figures and graphs may be missing or incorrect. There is an opportunity to receive compensation during the evaluation module. Over the years, most of the 'bad' questions have been edited or eliminated from the text bank, so this should be extremely rare. It is important that you alert me immediately if you have a malformed question, such as a question with no graph when it should be there or references in the question with possible answers that do not conform. You can do this using the learning assessment for the module in which you find the error.
2. Disagreeing or not understanding an answer is more typical, so use the appropriate space in the Learning Assessment to ask. Because everyone gets different questions, please refer to your quiz questions by Module, Attempt, and Question Number. For example, if you are asking for clarification on the first question in your second attempt on Module 3, you would refer to that question as M3-A2-Q1. Reading M3A2Q1 will allow me to find the question of concern, you do not need to send me a screenshot of the question or repeat the entire text and answers.
3. *My goal is for you to learn. I do not care what your score is; I care whether you are learning to do economics. Therefore, you may not simply ask about a quiz question/answer; you must explain why you think your answer is right or why you think the question is faulty. In this way, only am I able to understand your thinking and guide you appropriately.*

## History of this course.

This course began in 2003 as the first 100 percent online course in the Arts and Sciences college (where the Department of Economics used to be). The primary historical book for this course is Michael Parkin, Economics 8<sup>th</sup> edition, Addison Wesley - Pearson Publishing; ISBN: #0321423011 (2008). The course was originally built on a previous edition, and the module outline still somewhat follows the 2008 book's outline. However, I changed to the Greenlaw, Shapiro, and MacDonald text many years ago. (The current version of Parkin is over \$300, and your text is free – you are welcome).

The original 'Parkin' content remains in the PowerPoints and chapter outlines which still offer much of the support for the content in Greenlaw and Shapiro. There will be some wording differences and some content differences between the text (Greenlaw, et al.) and the Parkin PowerPoints and other supportive materials. By reading the text AND the supportive material (especially the PowerPoints) you will get a good grasp of the content.

The testing is geared to the learning objectives of Parkin's 8<sup>th</sup> edition, but an outline in each module shows how the texts by Greenlaw and Shapiro cover the same topics. At the top of each module is a direct

comparison between the texts for you to use to match up sections that cover objectives. Every effort has been made over the years to eliminate questions that are not relevant to the course.

## A MASTERY-BASED COURSE DESIGN

### “Rules of the Game”

Each module quiz will consist of 10 questions randomly drawn from the test bank within each learning objective announced for each chapter.

You will have 15 minutes to complete the quiz. You should review and study before taking a second attempt at a quiz.

Please review your past quiz attempts, discover your mistakes, and correct them by studying before taking the next attempt. It is on your honor to review before starting the next attempt.

### “Warning” Do not take quizzes back-to-back

If you ask for assistance and have taken all three quizzes back-to-back without a study break in between each attempt, you should expect less sympathy and less help as you are telegraphing your lack of seriousness. In other words, if you do not score well on one attempt, what makes you think if you take it two more times without studying your mistakes you will score higher?

### Acceptable progress

The goal is to reach mastery over the competencies in the material before you move on. A student who gets a perfect score (10) on a module quiz and completes the learning assessment will be permitted to begin the next module. Students who don't attain a perfect score on the first module quiz will have two additional attempts to do so. After the third attempt, the content of the next module will be opened for you automatically. Depending on your score, you will be advanced to the quiz by the professor within 48 hours of receiving your learning assessment. The highest score on the three quizzes of a module that is less than 8 will require an intervention, which is optional if you score a 7 and required if it is a 6 or less.

The score needed to advance automatically starts at 100% for the early and most essential foundation chapters. It then drops to 90% and then to 80%. To summarize, Modules 2B, 3, 4, 6, and 7 require a perfect score of 10, Modules 8 to 10 require a score of 9, and Modules 11-15 require an 8. You must take all three attempts on all modules even if you achieve the minimum score.

### Unacceptable progress

Any student who receives a module final score of 6 or less will receive a notice from Dr. Myers requesting an online or face-to-face meeting. You will not be permitted to continue to the next module quiz without that meeting and a successful resolution of the problem that led to a score of 6 or less. In short, do what is necessary to avoid that score. The primary thing to do is not take the quizzes back-to-back and study your misses in-between (Note: A 6 of 10 is commiserated with a letter grade of D- and, therefore, indicates unacceptable progress requiring intervention.) In Modules 2, 3, and 4 - unacceptable progress may be an 8 or below because of the importance of this early foundational material.

### Is Advance Automatic or Manual?

There are two parts to each module, the content and the quiz.

- Starting with Module 3, the content will automatically appear when three attempts have been made on the previous module quiz or the score on the previous module was a 10.

- The quiz will appear when the score required to advance has been met.
  - A 10 is required in Modules 2B, 3, and 4 to advance.
  - A 9 is required in Modules 6, 7, 8, and 9 to advance.
  - Modules 11-15 require an 8 to advance.
- You are to take all three attempts even if you get the minimum score to advance on attempt 1 or 2.
- Manual advance is required by me when you have not scored a high enough point total and attempts.

Learning Assessments are required after each module quiz completion.

A simple email form called the Learning Assessment is at the end of every (except Module 2A, 7A and 14A). These ask you to summarize what you learned and gives you a chance to ask questions. They allow me to follow your progress and assess your mastery. They are the only way I am alerted to the fact you have completed a module and the only way for me to intervene.

## COMPUTER REQUIREMENTS

In order to fully participate in the course, you need to have the following:

1. Students are required to use the class homepage at <http://brightspace.uakron.edu>.
2. You must do a system check by clicking in the 'System Check' menu item once in Brightspace, or you can access it directly here: <https://brightspace.uakron.edu/d2l/systemCheck>.
3. Specific help in Brightspace is available 24/7 at 877-325-7778. You will find this information and more in the "Need Help?" or "Student Support" section of your Brightspace homepage.
4. A Getting Started in Brightspace for Learners is accessed here: <https://community.brightspace.com/s/article/Semester-Start-Learners>
5. The best URL for IT help is Zip Support at <https://www.uakron.edu/helpdesk/>. The IT service desk is 330-972-6888.

## COURSE LEARNING OBJECTIVES

Each student will achieve a broad familiarity with the five-course objectives. By the end of this course, students should be able to:

- Explain major laws, theories, and concepts in economics.  
These concepts are expressed in the outline of the course below.
- Find and evaluate economic resources  
In this class, you must locate information resources, gauge their reliability, and use them in one or more assignments or in preparing your discussion responses and writing assignments. Information resources will include but are not limited to economic data published in credible sources.
- Compare and contrast the balance between efficiency and equity  
You will learn that Economics provides a clear ethical framework by which we can evaluate policies and all decisions, specifically by weighing the costs and benefits, both monetary and nonmonetary. In this class you will be confronted with how markets work and the outcomes that occur from different market structures.
- Solve economic problems  
Your success on each of the exams will be related to your ability to demonstrate your ability to solve complex problems, as shown in class, in your text, and in other resources.
- Write like an economist
  - Writing is a major part of this class. You will be required to address economic issues and problems. Learning to write logically and without unnecessary opinions will be

critical. As economics is about learning and solving analytical problems, a complete analysis often requires the balancing of conflicting conclusions, such as the gauging of which policy may be preferred and why. Sometimes, this requires a balance between allocative efficiency and distributional equity. Furthermore, learning to communicate results in lay terms is essential.

- There are 15 writing assignments in this course. Twelve are ungraded but are required at the conclusion of modules. This is our primary communication, and you are to communicate economic ideas and questions on those ideas in a complete and articulate manner. There are fuller essay assignments in Modules 2A, 7A, and 14A.

# ACADEMIC CALENDAR

This calendar is on the homepage of your course.

## ECON 244 Introduction to Economic Analysis Calendar - Dr. Myers

2025		January				
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
29	30	31	01	02	03	04
05	06	07	08	09	10	11
Due dates of all modules are shown in GREEN and include every Tuesday. YELLOW highlighted dates show the three economic data analytic assignments.						Course opens this weekend for Module 1 orientation
12 <i>Course opens this weekend for Module 1 orientation</i>	13 Begin Module 1 <i>first official day</i>	14 Module 1 quiz and learning assessment due	15 Begin Module 2A, the first of 3 data projects.	16	17	18
19	20 module 1 closes <i>Martin Luther King Jr. Day observance - University closed.</i>	21 Module 2A Essay Assignment due	22 Begin Module 2B	23	24	25 The Graph Quiz is due today. (It is not the M2B quiz)
26 <i>Last day to drop without "WD"</i>	27 module 2A closes	28 Module 2B quiz and learning assessment due	29 Begin Module 3	30	31	01

Academic calendar Spring 2025.xlsx

## ECON 244 Introduction to Economic Analysis Calendar - Dr. Myers

2025		February				
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
26 <i>Last day to drop without "WD"</i>	27 module 2A closes	28 Module 2B quiz and learning assessment due	29 Begin Module 3	30	31	01
02	03 Module 2B closes	04 Module 3 quiz and learning assessment due	05 Begin Module 4	06	07	08
09	10 Module 3 closes	11 Module 4 quiz and learning assessment due	12 Begin Module 6	13	14	15
16	17 Module 4 closes	18 Module 6 quiz and learning assessment due	19 Begin Module 7	20	21	22
23	24 Module 6 closes	25 Module 7 quiz and learning assessment due	26 Begin Module 7A. This module is the second data analytic module.	27 Complete 7A-1 today	28	01 Complete 7A-2 today.

Academic calendar Spring 2025.xlsx



## ECON 244 Introduction to Economic Analysis Calendar - Dr. Myers

2025		March				
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
23	24 Module 6 closes	25 Module 7 quiz and learning assessment due	26 Begin Module 7A. This module is the second data analytic module.	27 Complete first section 7A-1 today	28	01 Complete second section 7A-2 today.
02 <i>Last day to drop with "WD" on your record</i>	03 Module 7 closes	04 Complete third section 7A-3 today.	05 Begin Module 8 Complete survey evaluation of 7A	06	07	08
09	10 Module 7A closes	11 Module 8 quiz and learning assessment due	12 Begin Module 9	13	14	15
16	17 Module 8 closes	18 Module 9 quiz and learning assessment due	19 Begin Module 11	20	21	22
23	24 Spring Recess	25 Spring Recess	26 Spring Recess	27 Spring Recess	28 Spring Recess	29 Spring Recess

Academic calendar Spring 2025.xlsx

## ECON 244 Introduction to Economic Analysis Calendar - Dr. Myers

2025		April				
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
30	31 Module 9 closes	01 Module 11 quiz and learning assessment due	02 Begin Module 12 Module 15A is revealed	03 Module 15A is the final data analytic project	04	05
06	07 Module 11 closes	08 Module 12 quiz and learning assessment due	09 Begin Module 13	10	11	12
13	14 Module 12 closes	15 Module 13 quiz and learning assessment due	16 Begin Module 14	17	18	19
20	21 Module 13 closes	22 Module 14 quiz and learning assessment due	23 Begin Module 15	24	25	26
27	28 Module 14 closes	29 Module 15 quiz and learning assessment due	30	01	02	03

Academic calendar Spring 2025.xlsx

## ECON 244 Introduction to Economic Analysis Calendar - Dr. Myers

2025		May				
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
27	28 Module 14 closes	29 Module 15 quiz and learning assessment due	30	01	02	03
04 <i>Final Exam week</i>	05 Module 15 closes	06 Module 15A Term Data Project due. Module 16 due	07	08 Module 15A auto grace period closes	09 Module 16 auto grace period closes	10
11	12	13 <i>Grades are reported to the registrar</i>	14	15	16	17