

Department of Economics  
College of Business Administration  
The University of Akron

**ECON 244-502 Introduction to Economic Analysis – A 100% Web-Based Course**

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

**Dr. Steven C. Myers**

Associate Professor Emeritus  
myers@uakron.edu

**Summer 2025**

Eight-week session, June 9 to August 3

## CONTENTS

<b>IMPORTANT HIGHLIGHTS .....</b>	<b>1</b>
<b>ABOUT THE COURSE.....</b>	<b>2</b>
<b>MODULE-BASED ONLINE STRUCTURE .....</b>	<b>2</b>
<b>COURSE DATES.....</b>	<b>2</b>
<b>STAYING ON TRACK.....</b>	<b>3</b>
<b>MOST STUDENTS IN THIS COURSE GET AN A OR B, BUT PROCRASTINATION IS FATAL. ....</b>	<b>3</b>
<b>CONTACTING YOUR PROFESSOR .....</b>	<b>3</b>
PROFESSOR RESPONSE TIME .....	3
OFFICE HOURS .....	4
<b>TUTORING.....</b>	<b>4</b>
<b>GRADING POLICY .....</b>	<b>4</b>
<b>GRADE SCALE .....</b>	<b>5</b>
UA POLICY FOR GRADE APPEAL.....	5
<b>ACADEMIC HONOR - IMPORTANT .....</b>	<b>5</b>
<b>UNIVERSITY STATEMENT ON THE ETHICAL USE OF AIs</b>	
POLICY ON AI FOR THIS COURSE.....	6
WRITING, EDITING, CITATION, AND RESEARCH POLICY.....	6
FAILURE TO CITE AI.....	6
<b>TEXTBOOK AND COURSE SUPPORT .....</b>	<b>6</b>
TEXTBOOK NUMBER 1 – STEPHEN A. GREENLAW, DAVID SHAPIRO, AND DANIEL MACDONALD .....	6
TEXTBOOK NUMBER 2 – HENRY HAZLITT .....	6

## HOW THE COURSE IS DESIGNED .....

MODULE TYPES .....	7
ECONOMIC EVIDENCE MODULES.....	8
QUIZ BASED MODULES .....	9
THE IMPORTANCE OF LEARNING ASSESSMENTS .....	10
LEARNING ASSESSMENT FAQs.....	10
<i>What if I do not follow those directions? .....</i>	<i>10</i>
<i>What if I forget to send the learning assessment     on the same day that I complete the quizzes?..</i>	<i>10</i>
<i>Are the learning assessments graded? .....</i>	<i>10</i>
<i>What if I am late in submitting my learning     assessment?.....</i>	<i>11</i>
<i>I submitted my learning assessment, but I     haven't received a response. ....</i>	<i>11</i>
<i>How are the learning assessments treated     differently as we progress in the course? .....</i>	<i>11</i>
SELF-PACED, SELF-DISCIPLINED DESIGN.....	11
WHAT IF I GET A BAD QUESTION, CAN'T UNDERSTAND OR DISAGREE WITH THE ANSWER? (POINT 3 IS MOST CRITICAL)	11
HISTORY OF THIS COURSE.....	12

## A MASTERY-BASED COURSE DESIGN .....

<i>"Rules of the Game" .....</i>	<i>12</i>
<i>"Warning" do not take quizzes back to back ..</i>	<i>12</i>
<i>Is advance Automatic or Manual?.....</i>	<i>13</i>
<i>Learning Assessments are required after each     module quiz completion.....</i>	<i>13</i>

## COMPUTER REQUIREMENTS .....

## COURSE LEARNING OBJECTIVES .....

## SUMMER CALENDAR – IMPORTANT DATES.....

## IMPORTANT HIGHLIGHTS

- Module 1 is due on Tuesday, June 10, the second day of class, There is no quiz or grade.
- The course will be open and available the weekend before the Monday Start
- A module is due every Tuesday and Friday at 11:30 pm.

- The prequalifying graph quiz and all quizzes of the midterm module, Module 7A, have different due dates.
- The midterm week includes July 4.
- Each module completion includes
  - Completion of the module quiz by 11:30 pm
  - Completing and sending a learning assessment form by 11:59 pm.
  - Exception Module 1 (requires a learning assessment, but no quiz) and
  - Module 7A (includes quizzes but no learning assessment).
- **E244 WWW Summer 2025** is to be included in each subject line from you in any email you send
- Both textbooks are free and require downloading.

## ABOUT THE COURSE

Welcome to the study of 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, followed by macroeconomics.
- This course has been continuously offered since 2003, it is designed to allow you to master the subject, and is not a quick, first-time response to the distant passed COVID-19 pandemic.
- It is a one-semester solution to the two-semester Principles of Economics (3250:200 and 3250:201) accelerated for Engineering Students and other mathematically inclined students.
- This is a 100% web-based course with no required face-to-face meetings either in-person or virtually.
- There is no official class time during the day.
- All communication between the professor and students is conducted via the computer, either through Brightspace or your UA email account.
- All parts of this course are asynchronous, allowing you complete flexibility when you access and complete tasks.
- There are no group projects.

## MODULE-BASED ONLINE STRUCTURE

- ➔ The course consists of 17 modules as detailed below.
- ➔ Completion of most modules requires taking a quiz and completing a learning assessment form.
- ➔ You should expect to log in every day of this semester, and in no case should you wait longer than 2 days to check in. There are no scheduled days off, nor are there any scheduled breaks.
- ➔ The course is deadline-based and does not follow the university calendar. This means that there is scheduled work to be done, even if you have “days off” from the academic schedule. You may work in advance of due dates if the course material is available to you.

## COURSE DATES

- First day of access to course: Officially, Monday, June 9, 2025. However, the course will open the weekend before. Students may start as soon as they gain access.
- **“Due dates”** – Normally a module is due every Tuesday and Friday at 11:30 pm:
  - Class deadlines for most modules to that keep the student on pace to complete the course are every Tuesday and Friday at 11:30 PM
  - See the calendar at the end of this syllabus for the exceptions.
  - Students who miss a due date will receive a zero.
- **“Module Closure Date”** is a date after which time the student generally can no longer access the module,
  - A zero is recorded at that point for all students who have not attempted that module.

- If you miss a closure date, please email me, as you may be denied access to the next module.
- The time between the due date and the the module closure date is not a grace period for your use; it is my time, not yours.
- Last day to **withdraw**: July 4, 2025. *Verify this with your advisor in advance.*
- Grades recorded: by Friday, August 8, 2025

## STAYING ON TRACK

Refer to the Calendar at the end of this syllabus and consult the course calendar and important dates menu items frequently throughout the course.

1. **Expect a module due every Tuesday and Friday:** All modules have a due date designed to keep you on track and moving forward. Nearly all are due on each Tuesday and each Friday. (The prequalifying graph quiz in Module 2B and Module 7A, during midterm week, are the only exception to this rule)
2. All modules also have a date of module closure, a grace period, at which time the quiz on that module will cease to be available and a score of zero will be recorded. These closures are generally the Tuesday following a Friday module due date and the Saturday following a Tuesday module due date.
3. The grace period is to be used only if you find yourself in some occasional difficulty with content or life. Be warned that entering the grace period on one module does not extend the due dates on subsequent modules.

## MOST STUDENTS IN THIS COURSE GET AN A OR B, BUT PROCRASTINATION IS FATAL.

Some past student reviews of this course are online at my website at <https://econdatascience.com/online-class-support/>. Please read them. 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. **This rigor in the timeline can be especially onerous in summer if you get behind. There is simply little time to catch up.**

## CONTACTING YOUR PROFESSOR

1. You must use your UAnet (uakron.edu) email account. When I communicate to your UAnet email account I will assume you will read it promptly and respond as appropriate. There is no exception to this. Check your email daily.
2. **IMPORTANT:** When you email me always
  - a. Include **E244 WWW Summer 2025** in the subject of the email,
  - b. Include your full name at the end of your message.
  - c. Include your UAnet id under your name if you are not using your UAnet account.
  - d. Never include your student number.
3. You must include your UAnetID when contacting me. The UAnetID is the 'letters and numbers' in front of your email address, that is, if your email address is [me@uakron.edu](mailto:me@uakron.edu) then 'me' is your UAnetID.
4. I never need your student number, I require only your UAnetID.

## Professor response time

I will generally be online every day to check your progress. Nevertheless, a 48-hour response from me will be considered timely, longer on weekends. Therefore, you must plan for a day or two turnaround between each module. Module quizzes, on which you do not achieve the required score, require me to advance you manually after I review your work.

I try to respond to every learning assessment within this two-day timeline. My response is twofold (1) making sure the next module quiz is opened for you (more on this in the course) and (2) responding in writing to your submission and answering many of your questions. My goal is to respond as soon as possible, as indicated in (1), while responses as indicated in (2) may take a bit longer. Do not wait for my response if you can see the content of the next module and begin to move forward.

## Office hours

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

Your best contact for me is by email. I can often answer your questions via email. To assure my attention, include **E244 WWW Summer 2025** in the subject of the email.

We can also meet via Teams, a web-based conferencing program. Email me to discuss a conference, and I will send you an invitation if there's something we need to address synchronously.

## TUTORING

Students seeking free tutoring outside of the classroom are advised to consider working with a peer tutor through Knack. The University of Akron, College of Business Administration, has partnered with Knack to provide students with 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. I do not know the status of this during the summer terms.

## 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** in Module 7A are worth up to 15 points (5 points max on each of three required essays).
5. (Summer Only) 20 points – Each FRED produced “**Create-A-Graph**” in Module 11 to 14 and your written analysis of what is being shown is graded on a 5 point scale.
6. 10 points—There are three evaluations in the course. I require everyone to complete the evaluations in Module 16, so if you complete all 3, you will receive 10 points for Module 16, the final evaluation module.
  - i. 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.
  - ii. Module 16 also assumes that all 13 learning assessments were completed, submitted correctly and on time. I will deduct points from Module 16 at my discretion for missing and chronically late Learning Assessments during the course.

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.

No scaling of the grades will happen. There are no extra credit possibilities. One or more optional bonuses may be hidden in the content of the course.

The final percentage grade is calculated as the sum of your points divided by the total amount possible of 175 points.

## GRADE SCALE

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.

## 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 for the purpose of raising a grade is not permitted.

## ACADEMIC HONOR - IMPORTANT

*Taking the quizzes and working on writing assignments for this course is NOT a "team" activity. The 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 the 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.*

## UNIVERSITY STATEMENT ON THE ETHICAL USE OF AI

AI tools (such as ChatGPT, Copilot, Claude, 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, including 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, or if you are asking AI to be your search. 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. You are to read and review 304 chapters of the "Economics in One Lesson." There is no 'data' involved, but this lays the foundation for the entire course.

Module 7A To think correctly requires correct facts. Facts Matter.

Three parts each begin with a quiz of your current knowledge and end with an essay on the point of the part.

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

Module 15A (not included in the Summer)

Economic data analysis requires critical thinking, correct evidence, and the scientific method. Final economic data analytic project. Asking and answering an important question about the economy using theory and data. Summer Students complete 4 "Create-a-Graph" exercises based on real data.

#### Quiz-based Modules

-

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

#### Evaluations/Reflections

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

**Module 16**

Three evaluations, (1) a one-question quality evaluation, (2) a confidential College of Business 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.

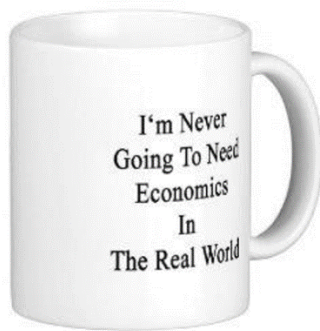
The first of these, Module 2A, is focused on theoretical evidence with some examples and seems simple. In reality, it is so deep that even Nobel Prize-winning economists get it wrong, and many economists ignore the role of long-term data every day. This is especially true of agency economists, those 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 Summer 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 put 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.
- 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. I will focus more on you doing well in data analysis than on specific answers in these chapters.

## Self-paced, self-disciplined Design

Students' report that this course is as much or in some cases much more work than a regular face-to-face course. We will cover almost the entire book. While this is a self-paced course, you may still have to wait up to 2 days between modules if you are not scoring highly. If you fall behind, there is no guarantee you will be able to complete the course on time. So pay attention to the suggested course completion schedule and stay on pace to finish as shown.

### What if I get a bad question, can't understand 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 so this should be extremely rare. It is important that you alert me immediately if you have a question that is malformed, such as a question with no graph when it should be there, or references in the question and the 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. 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 M3-A2-Q1 will allow me to find the question of concern, you do not need to send me a “picture” of the question.
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.

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 this edition and the module outline still follows the book's outline somewhat, however I have changed to the Greenlaw, Shapiro and MacDonald text many years ago. (The current version of Parkin is over \$300, 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 and Shapiro) and the Parkin PowerPoints and other supportive materials. By a reading of the text AND the supportive material (especially the PowerPoints) you will get a good grasp of the content.

The testing is geared to the Parkin 8<sup>th</sup> edition learning objectives, but an outline in each module shows how the text by Greenlaw and Shapiro covers 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.

You are not being tested on current events or case studies in economics.  
You are expected to learn timeless principles of economics and to learn to solve problems with analysis. Opinion and emotion have no place in economics, we will use logic and evidence.

## 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 and should review and study before you take a second attempt at a quiz. Modules 8 and 9 will be allowed 20 minutes per attempt based on student feedback. Review your past quiz attempt, discover your mistakes and correct them by studying before taking the next attempt. You are on your honor to review before just 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 that you reach mastery over the competencies in the material before you move on. A student who makes a perfect score (10) on a module quiz and completes the module evaluation 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. If you have scored at least a score of 8, you will be advanced to the quiz by the instructor within

48 hours of receiving your learning assessment. A 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 open the next content automatically initially starts at 100% for the early and most important foundation chapters. It then drops to a score of 90% and then to 80% according to the schedule shown in the Important Dates Calendar below. To summarize Modules 2B, 3, 4, 6 and 7 require a perfect score of 10, Modules 8 to 9 require a score of 9 and Modules 11-15 require an 8. Do not stop at an 8 for example, continue to try for a 10. The '8' simply means that I do not have to manually advance you.

If you achieve in Modules 8-15 a score less than 10 and can advance, but you still have one or two attempts you are strongly advised to continue to try for the 10 to help your grade.

### 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 the score of 6 or less. In short, do what is necessary to avoid that score. (Note: A 6 of 10 is commiserate with a letter grade of D- and, therefore, indicates un-acceptable progress requiring intervention.) In Modules 2, 3, 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.

For example, if your highest score after 3 attempts on Module 2B is 9 or less then the content for Module 3 is open so you can study the material, but the quiz will not open until I manually do so.

Another example, if your highest score on Module 10 is a 9 after your second attempt, the Module 11 quiz is available, but the content for Module 11 awaits you taking two more attempts – or – me manually advancing you.

**Learning Assessments are required after each module quiz completion.**

A simple email form called the Learning Assessment is at the end of every module (except Modules 2A and 15A). These ask you to summarize what you learned and gives you a change 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.

## 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 or [click here](#) to submit an issue via email. You will find this information and more in the “Need Help?” section of your course homepage.
4. The best URL for help is Zip Support at <https://support.uakron.edu>.

## COURSE LEARNING OBJECTIVES

Each student will achieve a broad familiarity with 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 will be required to 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 as 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 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 opinion 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. Three are fuller essay assignments in Modules 2A, the Midterm Project of Module 7A and the final data analytic project in Module 15A. Module 15A is not required in the Summer.

## SUMMER CALENDAR – IMPORTANT DATES

All due dates and all closure dates are at 11:30 PM on the day posted.

### ECON 244 Introduction to Economic Analysis, Summer 2025

June 2025							
	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
WEEK 1	08	09	10	11	12	13	14
		First day of class access	Module 1 due			Module 2A essay due	
WEEK 2	15	16	17	18	19	20	21
	Module 2B Graph Quiz due	session classes without "VD"	Module 2B due			Module 3 due	
WEEK 3	22	23	24	25	26	27	28
			Module 4 due			Module 6 due	
			Module 3 closes				Module 4 closes

### ECON 244 Introduction to Economic Analysis, Summer 2025

July							2025
	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
WEEK 4	29 MIDTERM PROJECT WEEK	30 Module 7A-1 quiz due	01 Module 7A-1 essay due  Module 6 closes	02 Module 7A-2 quiz due	03 Module 7A-2 essay due	04 Module 7A-3 quiz due  Independence Day observance. Last day to withdraw	05 Module 7A-3 essay due
WEEK 5	06	07	08 Module 7 due  Module 7A closes	09	10	11 Module 8 due	12  Module 7 closes
WEEK 6	13	14	15 Module 9 due  Module 8 closes	16	17	18 Module 11 due	19  Module 9 closes
WEEK 7	20	21	22 Module 12 due  Module 11 closes	23	24	25 Module 13 due	26  Module 12 closes

## ECON 244 Introduction to Economic Analysis, Summer 2025

WEEK 8

August 2025						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
27	28	29 Module 14 due  Module 13 closes	30	31	01 Module 15 due	02 Module 16 due  Module 14 closes
03 Module 15 closes Module 16 closes Last day of Course Access	04	05	06	07	08	09