

INTRODUCTION TO ECONOMIC ANALYSIS

The University of Akron
College of Business

Course Number: ECON 244, Sections 501 (3 credits)

Table 1: Quick Course Information

Instructor:	Dr. Steven C. Myers Associate Professor Emeritus	Year/Term:	Summer 2026
Office:	CBA 321, but I am not there. Virtual only.	Start Date:	June 8, 2026
Phone:	NA	Email:	myers@uakron.edu
Preferred Contact is email:	I will respond within 2 business days if you email me from a UAkron email address. For extended discussions, we can meet via Microsoft Teams by appointment.	Student Hours:	No synchronous time is required. The course is available 24/7
Course Format:	100% Asynchronous Online course enhanced with AI, with no synchronous meetings. Students work at their own pace, meeting strictly enforced weekly due dates.	Time Commitment:	In summer 2025, 47% of students expressed working 6-8 hours per week, and 27% reported more than 8 hours per week. The course demands regular attention.

Additional information

- ➔ When you email me, always include “**E244 WWW Summer 2026**” in the email subject line.
- ➔ This course has twice-weekly quizzes and assessments due by 11:30 PM on Tuesdays and Fridays, beginning on the first Tuesday of the course. There are no holiday breaks. My policy is not to allow students to miss due dates, not to accept or comment on late work, and not to grant extensions.
- ➔ To participate in this course, you are required to use **Microsoft Word desktop version** (not the cloud version) for the weekly assessments since they are written in MS Word Forms. No compatible product is acceptable. MS Word is freely available to you, and instructions are in Module 1 for downloading and using it (yes, for free). Do not use Apple or Google software for the assessments.
- ➔ **AI Use:** I am a strong proponent of AI use, and you must adhere to the AI policy outlined below. The only AI I approve of for this course is Grok.com (xAI).
- ➔ This course is a limited mastery-learning / mastery-testing course as explained in Module 1. Do not expect it to conform to other courses you have taken.
- ➔ This course has been offered online continuously since 2003, enabling you to master the subject. Its format is not a response to the recent trends or the past COVID-19 pandemic. It was designed for the online education environment rather than adapted from the classroom.

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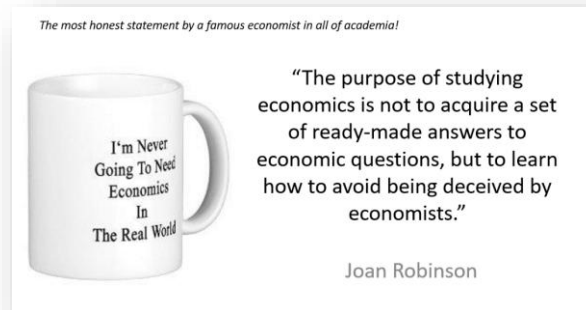
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All quizzes and other assignments are due no later than 11:30 PM on the day posted. Learning Assessments are due no later than 11:59 PM of the same day..... 20

COURSE INFORMATION

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 for 10 weeks (5.5 in the summer) and on macroeconomics for 5 weeks (2.5 in the summer).



Instructor Qualifications

Ph.D., Economics, The Ohio State University, 1980.

Fields: Econometrics, Labor Economics, and Public Finance.

M.A., Econometrics, The Ohio State University, 1976

M.A., Labor Economics, West Virginia University, 1974

B.S.Ec., Economics, College of Business, West Virginia University, 1973

Expectations – Please Read

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 accommodate university holidays and meet course due dates. 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 takes precedence if it differs from the Brightspace calendar. The student is responsible for staying on track even if the programmed dates are off. If in doubt, contact the professor regarding a specific timing question or a potential program inconsistency. I appreciate it when students alert me to the data inconsistencies (there are a ton of programming of modules, items of content, and their due and closure dates; it is easy to miss one).
3. As noted above. Students must use the desktop version of Microsoft Word for all weekly Learning Assessments and email them to me from their UAnet email address in DOCX format only. All other submissions will be rejected for reasons that will cost you and me time. The learning assessments are MS Word Forms and must not be completed in other word-processing software (such as Apple and Google). Students with Chromebooks may not be able to complete this course. 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, and is freely available for download to all 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 unless it is late.
7. **An assignment is due every Tuesday and every Friday** (and a few others on different days, as noted on the calendar). The assignments are a mixture of writing assignments (about 45 points) and quiz-based learning (about 120 of the 175 points).

8. **Access to a module ends about 4 days following its due date**, and you will generally not be able to complete it after that. We will discuss the due versus these access-closure dates below.

Course Description:

Recommended for engineering and mathematical science majors. Intensive introduction to analysis of modern industrial society and formulation of economic policy. Structure of economic theory and its relation to economic reality. (Formerly 3250:244)

Prerequisites: This course is not open to students in the College of Business. No credit to a student who has completed [ECON 200](#) and [ECON 201](#).

Ohio Transfer 36: Yes

Gen Ed: Social Science

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 articulated in the course outline 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 rather than popular sources.
- Compare and contrast the balance between efficiency and equity
You will learn that Economics provides a clear ethical framework for evaluating policies and decisions 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 balancing conflicting conclusions, such as determining which policy is preferred and why. Sometimes, this requires balancing allocative efficiency and distributional equity. Furthermore, learning to communicate results in lay terms is essential.
 - There are 15 writing assignments in this course. The 15 twice-weekly learning assessments are not graded; however, I respond to each, providing feedback to help you become a better economic analyst. This is our primary method of communication; you are to present economic ideas and questions about those ideas in a complete and articulate manner. There are fuller essay assignments in Modules 2A, 7A, and 15A. (Summer students do not complete Module 15A and instead will have four graded create-a-graph assignments graded within Modules 11 to 14).

Political-Free Evidence, Not Opinion:

You are tested on Evidence and not Opinion, tested on economics and not politics or social mores. This is not a course in political economics. Leave your opinions and politics at the door of this class.

You will not be tested or graded on current events or case studies in economics, but they will come up in your research. 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 primarily.

By “evidence,” we mean the combination of 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) or the Create-a-graph alternatives].

In the Fall of 2024, there was a presidential campaign and election. During this term, the Trump Administration approaches its 2-year mark, and you will be inundated with media presentations that attempt to explain 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 you learn in this course. Let me repeat, this course is not a study of the current administration efforts, and you must learn to apply timeless economic reasoning to issues that arise today.

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, the textbook [Economics in One Lesson](#), will be your guide for the entire course.

Grading

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. Summer Students do not complete Module 15A and instead complete four graded 5-point data-analytic graphs using the FRED software provided in the course.
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, when available, are found hidden in plain sight in the course content, are never put on the calendar, and are never required.

Grade Scale

No grades will be scaled. There is no extra credit; however, there may be 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.

Textbook and Course Support

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

Textbook Number 1 – Greenlaw, et al.

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 – 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 limited audio version at <https://fee.org/ebooks/economics-in-one-lesson/downloads/> which is a link from the page referenced above.

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. Please adhere to the suggested course completion schedule and stay on schedule 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.

HOW THE COURSE IS DESIGNED

Module Types

The course is organized into modules, which are presented sequentially. The modules must be completed in order, and you must master each one before being permitted to move forward. Future modules are hidden until you meet the completion requirements of the current module.

Orientation

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

Economic Evidence Assignments

Module 2A How you think matters.
Read and review of the book "Economics in One Lesson." There is no 'data' involved, but it lays the foundation for the entire course and in particular Module 7A and 15A.

Module 7A This module spans a full week for the midterm. How you think requires correct facts. Facts Matter. It has three parts, each of which begins with a quiz of your current knowledge and ends 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 Economic data analysis requires critical thinking, correct evidence, and the scientific method. This is a final economic data analytics project. Asking and answering an important question about the economy using theory and data.

Summer Students do not complete Module 15A. Rather, they submit 4 data analytic graphs (called create-a-graph) in the learning assessments of Module 11 to Module 14.

Quiz-based Modules

Module 2B	Foundation Modules Scarcity, Opportunity Costs, Demand and Supply, Demand Elasticity, Supply Elasticity, Labor and Financial Markets
Module 3	
Module 4	
Module 6	Microeconomics Cost and Industry structure, the theory of the firm, Private and public goods, the environment, Policy and An economic Theory of Government
Module 7	
Module 8	
Module 9	
Module 11	Macroeconomics GDP, Economic Growth, Unemployment, Inflation, Money and Monetary Policy, the Federal Reserve, Macroeconomic modeling, Government Spending, Taxation, Deficits, Debt
Module 12	
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 of Business evaluation, (3) a 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 course modules are designed to teach you the importance of data and economic theory in problem-solving.

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 how we are biased when solving economic problems because we hold 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. (not used in Summer)

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.

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 is a gateway you must unlock: 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.

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 Module 2A, 7A, and 14A). These ask you to summarize what you learned and give 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 that you have completed a module and the only way for me to intervene. See much more detail in The Importance of Learning Assessments section below.

History of this course.

This course began in 2003 as the first 100 percent online course in the College of Arts and Sciences (where the Department of Economics was formerly located). The primary historical book for this course is Michael Parkin, Economics 8th 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 8th 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.

COURSE POLICY

Due Dates versus Module Closure Dates

- **Due Dates:** Class deadlines include required "Due Dates" every Tuesday for each module in the Spring and Fall terms and every Tuesday and Friday in the Summer, keeping the student on pace to complete the course. My policy is not to allow students to miss due dates and not to grant

extensions. Students who miss due dates will receive a zero during the days after and be advanced to the next module. If you are late submitting your post-quiz assessments, I will likely not respond.

- **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 period between the Due date and the Closure date is not available to the student without permission.** It is my time to address your submission and schedule interventions for underperformance.

Email Policy

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. When you email me, always
 - a. Include in the subject of the email: **E244 WWW Summer 2026**
 - b. include your full name at the end of your message.
 - c. Include your Uanet ID, not your student number under your name.

Policy on 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.

ATTENDANCE POLICY

Attendance is not taken in an asynchronous online class. These principles will be applied.

- Regular Attendance is documented by you through accessing the course and completing assignments as required.
- Notification of Absence – If you are unable to meet deadlines, you must contact me as soon as possible, and it is best if in advance of the due dates.
- Make up opportunities – Only excused absences will be considered for being able to complete past material requirements. Extraordinary situations will require documentation such as a doctor's note of hospitalization.
- Regular submission of acceptable assessments is required for the Module 16 evaluation points. If you have failed to submit acceptable assessments or are chronically late points will be deducted from the otherwise free 10 evaluation points.
- Date of Last attendance for the purpose of reporting to the registrar will be the last date of substantial work completed.

Regular and Substantive Interaction (RSI) Statement:

This course is a mastery-based course focusing on analyzing problems and applying economic theory and data evidence.

- **Weekly Response:** I will respond to your weekly learning assessments (twice weekly in the Summer) to help guide your understanding and will explain how to solve problems you have not understood via your assessment.

- **Module Overviews:** At the start of each module, I'll post video introductions summarizing key concepts to help you focus your efforts.
- **Content Clarification Posts:** I'll post explanations and examples when I see patterns in questions or areas where you may need additional guidance.
- **In the macro modules,** I will require your assessments to include a FRED graph and will extensively respond to your efforts so you will be better prepared for the final graphing project.

What if I get a malformed question or disagree with the answer?

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.

- 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.
- *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, I am able to understand your thinking and guide you appropriately.*

AI USE POLICY

Limited Approval of xAI / Grok for this course.

A document approving Grok (xAI.com) for limited use is in Module 1. That document is treated as continuing this course policy. You may not use Chat GPT, Claude, Gemini, CoPilot, etc. Only Grok.

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>.

Course 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 state that you used a search engine such as 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.

TIPS FOR SUCCESS

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. There are a few exceptions to the following and those are clearly spelled out on the printed calendar.

Spring and Fall Semesters:

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.

Summer Sessions:

1. **Every Tuesday and Friday:** All modules have a due date designed to keep you on track and moving forward. There is work due every Tuesday and Friday. Late work is subject to a penalty. Work is late if not submitted by the due date, not by the closure date.
2. **Every Wednesday and Saturday:** You are to start the next module.
3. **Every Monday and Saturday:** 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 you have made a prior special and rare arrangement and I have responded in writing. These closures are all on Mondays and Saturdays as shown on the printed calendar. (except finals week).
4. **There is no grace period;** Once again, the period between the Due Date and the 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 advanced 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.

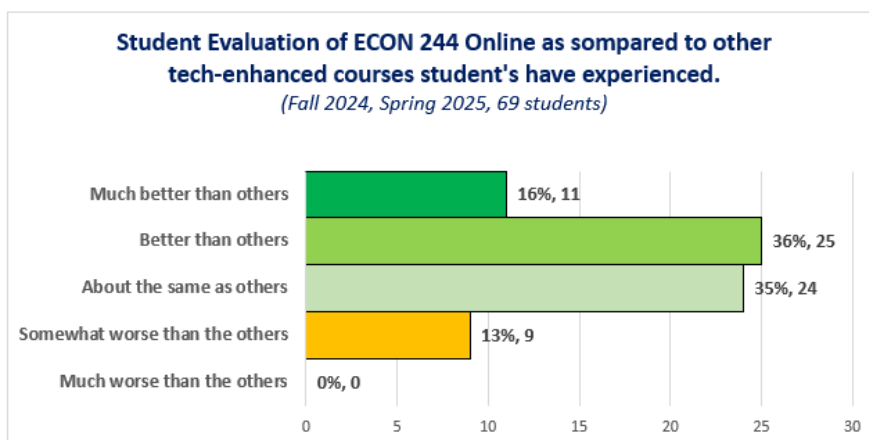
- You will discover that your fellow students have cautioned you not to underestimate the amount of work in this course and the dangers of not sticking to the completion schedule. You do not have to attend three one-hour lectures each week and spend travel time getting there and back. As shown by students who reported in Fall 2024, the time required each week is reasonable for a 3-credit course, averaging 4-6 hours. Your “mileage may vary.”

Question 17

How many hours per week did you spend on your economics course?



- 84% of fall 2024 students, and 87% of spring 2025 students say this course is the same or better than all other technologically enhanced courses they have experienced.
- In summer 2025, 11 of 15 students rated the course as “better” or “much better” than other technologically enhanced courses they have taken. The remaining 4 students all rated it as “About the Same”.
- Summer students are also likely to report much more time per week since there are only 8 weeks instead of 16. In summer 2025, 74% of students expressed working more than 6 hours per week.



- 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.
- Also, in Fall 2024 and Spring 2025, I gave 105 grades, but only 69 students completed the evaluations, which means 36 students lost the 10 free points from just filling out the evaluations. Don't be like the 36.

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.

LEARNING ASSESSMENTS

Our weekly communication will be via learning assessments, which are MS Word Forms. You will find these forms at the end of module 1 and every quiz-based module. The MS Word form must be submitted as a DOCX file upon completion of your module quiz. No other formats are acceptable. You must also include your learning assessment as a physical attachment and not as a link to cloud storage. The exception is that there is no learning assessment for the data analytic assignments (modules 2A, 7A, and 15A).

When am I online

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 one to two-day turnaround between each module.

Have I read your assessment?

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. I do not normally respond to late assessments.

Visibility of the next Module quiz may require my intervention.

Module quizzes on which you do not achieve the required score (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 following module quiz even if it is due!

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 2026 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 no 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. All students should achieve scores of 10s on these modules, which is equivalent to 100% on each module.*
- *In Modules 6, 7, 8, and 9, I will be more relaxed. Question accuracy is still important, but 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 if you do not score a 10.*
- *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 for Modules 11 to 14. My comments will be extensive as we work with you to complete your economic analysis in Module 15A. I will focus more on your success in data analysis than on specific answers to quizzes in these chapters.*

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 that 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. A module with a score of less than 8 on the three quizzes will require an intervention, which is optional if you score a 7 and needed 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.

UNIVERSITY POLICIES AND RESOURCES

Academic, Technical, and Student Support Services

Online doesn't mean on your own

The University of Akron provides personal ongoing educational support to online learners across the nation throughout their entire tenure at the university. From your first inquiry about a program to your final semester, student services staff members are consistently on hand to guide, advise and assist you. These UAkron Online pages can help guide you to various resources:

- [UAkron Online Academic Support](#)
 - For more information about course registration, academic advising, tutoring, testing services, university libraries, first day course materials and other academic support resources offered through the University that can help you to be successful in every course.
- [UAkron Online Student Support](#)
 - For more information about zip assist, financial aid, career services, student perks, counseling services, and other campus organizations and Ziptastic programs and services that are designed to assist our diverse student body and maximize opportunities for academic, social, cultural, personal and physical growth and development outside of class.
- [UAkron Online Technical Support](#)
 - How do you know whether to contact the Support Center or your instructor? If you need help with the course subject matter such as writing a paper, contact your instructor. If you need help submitting the paper you wrote to that instructor, or you cannot log in, contact the IT Help Desk. The UAkron Online Technical Support page offers access to the IT Help Desk and information related to The UAkron Online Promise, technology requirements, privacy policies, and an optional course for students to practice using electronic learning tools.

This overview summarizes types of [technical, academic, and student support services](#) we offer and describes how those services can help you achieve your educational goals.

University Policies

Detailed information on the University of Akron's policies, including the Student Code of Conduct, academic misconduct rules, ethical use of AI tools like ChatGPT, add/drop/withdrawal and refund policies, inclusive excellence, Title IX, sexual harassment and violence policies, disability accommodations, religious accommodations, support programs like ZipAssist, and first-day course materials fee can be accessed here:

<https://www.uakron.edu/oaa/faculty-affairs/What-students-need-to-know>

You can also access this information directly through the Brightspace homepage on the top left “UA Policies”

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.

SUMMER CALENDAR – IMPORTANT DATES

All quizzes and other assignments are due no later than 11:30 PM on the day posted. Learning Assessments are due no later than 11:59 PM of the same day.

ECON 244 Introduction to Economic Analysis, Summer 2026

June 2026							
	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
WEEK 1	07	08 First day of class access	09 Module 1 due	10	11	12 Module 2A essay due	13
WEEK 2	14 Module 2B Graph Quiz due	15	16 Module 2B due Module 2A closes	17	18	19 Module 3 due	20 Module 2B closes
WEEK 3	21	22	23 Module 4 due Module 3 closes	24	25	26 Module 6 due	27 Module 4 closes

ECON 244 Introduction to Economic Analysis, Summer 2026

July 2026							
	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
WEEK 4	28 MIDTERM PROJECT WEEK	29 Module 7A-1 quiz due	30 Module 7A-1 essay due Module 6 closes	01 Module 7A-2 quiz due	02 Module 7A-2 essay due	03 Module 7A-3 quiz due	04 Module 7A-3 essay due
WEEK 5	05	06	07 Module 7 due Module 7A closes	08	09	10 Module 8 due	11 Module 7 closes
WEEK 6	12	13	14 Module 9 due Module 8 closes	15	16	17 Module 11 due	18 Module 9 closes
WEEK 7	19	20	21 Module 12 due Module 11 closes	22	23	24 Module 13 due	25 Module 12 closes

ECON 244 Introduction to Economic Analysis, Summer 2026

August 2026						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
26	27	28 Module 14 due Module 13 closes	29	30	31 Module 15 due	01 Module 16 due Module 14 closes
02 Module 15 closes Module 16 closes Last day of Course Access	03	04	05	06	07	08

WEEK 8