

## Part I: Course Information

### Course Type

- Existing/Restructured  
 New Course

Course Prefix & Number: ECON 2301

Texas Common Course Number (TCCN): ECON 2301

Course Title: Principles of Macroeconomics

### Course Catalog Description

An analysis of the economy as a whole including measurement and determination of Aggregate Demand and Aggregate Supply, national income, inflation, and unemployment. Other topics include international trade, economic growth, business cycles, and fiscal policy and monetary policy.  
See attached syllabus

### Course Prerequisites:

None

### Available Online?

- Yes  
 No

## Part II: THECB Course Objectives

Spring 2017 ACGM.

1. Explain the role of scarcity, specialization, opportunity cost and cost/benefit analysis in economic decision-making.
2. Identify the determinants of supply and demand; demonstrate the impact of shifts in both market supply and demand curves on equilibrium price and output.
3. Define and measure national income and rates of unemployment and inflation.
4. Identify the phases of the business cycle and the problems caused by cyclical fluctuations in the market economy.
5. Define money and the money supply; describe the process of money creation by the banking system and the role of the central bank.
6. Construct the aggregate demand and aggregate supply model of the macro economy and use it to illustrate macroeconomic problems and potential monetary and fiscal policy solutions.
7. Explain the mechanics and institutions of international trade and their impact on the macro economy.
8. Define economic growth and identify sources of economic growth.

**Part III: THECB Skill Objectives**

1. **Critical Thinking Skills:** to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
2. **Communication Skills:** to include effective development, interpretation and expression of ideas through written, oral and visual communication
3. **Empirical and Quantitative Skills:** to include applications of scientific and mathematical concepts.
4. **Social Responsibility:** to include intercultural competency, civic knowledge, and the ability to engage effectively in regional, national, and global communities.

**Part IV: Course Student Learning Outcomes (SLO)**

Upon successful completion of this course, students will:

1. Explain the role of scarcity, specialization, opportunity cost and cost/benefit analysis in economic decision-making.
2. Identify the determinants of supply and demand; demonstrate the impact of shifts in both market supply and demand curves on equilibrium price and output.
3. Define and measure national income and rates of unemployment and inflation.
4. Identify the phases of the business cycle and the problems caused by cyclical fluctuations in the market economy.
5. Define money and the money supply; describe the process of money creation by the banking system and the role of the central bank.
6. Construct the aggregate demand and aggregate supply model of the macro economy and use it to illustrate macroeconomic problems and potential monetary and fiscal policy solutions.
7. Explain the mechanics and institutions of international trade and their impact on the macro economy.
8. Define economic growth and identify sources of economic growth.

All core courses will have **Critical Thinking and Communication Skills** listed along with at least two other **Core Objectives**. The exception is **Mathematics**, which is only required to include **Empirical and Quantitative Skills**. Each course may have more than the required **Core Skill Objectives**.

<b>Skill Objective:</b>	<b>Critical Thinking Skills:</b> to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
<b>THECB Course Objective</b>	Identify the determinants of supply and demand; demonstrate the impact of shifts in both market supply and demand curves on equilibrium price and output.
<b>Course Student Learning Outcome</b>	Syllabus, 2. Identify the determinants of supply and demand; demonstrate the impact of shifts in both market supply and demand curves on equilibrium price and output.

<p><b>General Learning Activities</b></p>	<p><b>Lecture 1:</b> The student will be able to identify the concepts of supply and demand on a table (schedule) and a graph. The student will also be able to identify the price and quantity equilibrium and the areas that represent surplus and shortages from the table and graph. The student will understand the pressures on price that exist in the surplus and shortage range of the graph. The student will understand the rationale behind the upsloping supply curve and the downsloping demand curve. The student will learn the algebraic equation for market equilibrium, surplus, and shortage.</p> <p>The student individually or in collaboration with classmates will practice the concepts of supply and demand analysis.</p> <p><b>Lecture 2:</b> The student will study the differences in the change in quantity supplied/demanded vs. change in supply/demand. The student will be able to identify the determinants of supply and demand. The student will study the changes in supply and demand and will be able to determine how price and quantity are affected. The student will evaluate four complex cases of supply and demand. The four cases are: (1) increase in supply and increase in demand, (2) decrease in supply and decrease in demand, (3) increase in supply and decrease in demand, and (4) decrease in supply and increase in demand.</p> <p>The student individually or in collaboration with classmates will practice the concepts of the complex cases.</p>
<p><b>Assessment</b> <i>Must Include Assignment &amp; Rubric</i></p>	<p>The assessment of the objective is on the comprehensive test.</p> <p>Rubric: CT 1 – CT 3; Generate and communicate ideas by combining, changing, or reapplying existing information, Gather and assess information relevant to a question, and Analyze, evaluate, and synthesize information.</p>

<p><b>Skill Objective:</b></p>	<p><b>Communication Skills:</b> to include effective written, oral, and visual communication.</p>
<p><b>THECB Course Objective</b></p>	<p>Identify the phases of the business cycle and the problems caused by cyclical fluctuations in the market economy.</p>
<p><b>Course Student Learning Outcome</b></p>	<p>Syllabus, 4. Identify the phases of the business cycle and the problems caused by cyclical fluctuations in the market economy.</p>
<p><b>General Learning Activities</b></p>	<p><b>Lecture:</b> The student will comprehend the four phases of the business cycle. The phases include the peak, the recession, the trough, and the recovery. The student will learn the benefits and the costs to an economy from each of the four phases discussed.</p>

<b>Assessment</b> <b><i>Must Include Assignment &amp; Rubric</i></b>	The assessment of the objective is on Assignment 1.  Rubric: CS 1 – CS 3; Develop, interpret and express ideas through written communication, Develop, interpret and express ideas through oral communication, and Develop, interpret and express ideas through visual communication.
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<b>Skill Objective:</b>	<b>Social Responsibility:</b> to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities effectively with others to support a shared purpose or goal.
<b>THECB Course Objective</b>	Explain the mechanics and institutions of international trade and their impact on the macro economy.
<b>Course Student Learning Outcome</b>	Syllabus, 7. Explain the mechanics and institutions of international trade and their impact on the macro economy.

**General Learning Activities**

**Lecture 1:** The students will understand the theory of international trade is to produce greater levels of output, the efficient use of resources, and generating higher levels of income for the trading countries.

The student will learn a methodology for specialization and trade (international trade). The methodology is a threefold process, which includes (1) identifying, calculating, and stating the comparative cost ratios of two countries, (2) determining the comparative advantage for each country from the comparative cost ratios, and (3) determining the terms of trade from the comparative cost ratios. From the methodology, the student will create a table, which includes (1) domestic production for each country, (2) the comparative advantage for each country, (3) the terms of trade, (4) production after the trade, (5) the gains and losses from the trade, and (6) the overall gain from the two countries engaging in international trade. The result is to prove a greater output, efficiency, and higher standards of living occur for the trading countries.

The student will understand the benefits as well as the costs from international trade for each of the respective countries.

**Lecture 2:** The student in collaboration with classmates will practice the methodology and the creation of the table to prove the theory behind international trade.

**Assessment**  
***Must Include Assignment & Rubric***

The assessment of the objective is on the comprehensive test.

Rubric:  
SR 1 – SR3; Demonstrate intercultural competence, Identify civic responsibility, and Engage in regional, national and global communities.

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<b>Skill Objective:</b>	<b>Empirical and Quantitative Skills</b> - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
<b>THECB Course Objective</b>	Define and measure national income and rates of unemployment and inflation.
<b>Course Student Learning Outcome</b>	Syllabus, 3. Define and measure national income and rates of unemployment and inflation.
<b>General Learning Activities</b>	<p><b>Lecture 1:</b> The student will learn and understand the two methods for computing national income (GDP). The two methods are Output (Expenditures) and Income (Allocation) approach. The student will compute with the Income (Allocation) approach, National Income (NI), Personal Income (PI), and Disposable Income (DI). The student will learn and comprehend the method in computing the actual unemployment rate and rate of inflation. The Consumer Price Index (CPI) is the measure the students will learn to use in computing rates of inflation.</p> <p><b>Lecture 2:</b> The student in collaboration with classmates will practice the methodology in computing national income (GDP), unemployment, and inflation.</p> <p><b>Lecture 3:</b> The student in collaboration with classmates will practice the methodology in computing national income (GDP), unemployment, and inflation.</p>
<b>Assessment</b> <b><i>Must Include Assignment &amp; Rubric</i></b>	<p>The assessment of the objective is on the comprehensive test.</p> <p>Rubric: EQS1 – EQS2; Manipulate and analyze numerical data and arrive at an informed conclusion and Manipulate and analyze observable facts and arrive at an informed conclusion.</p>

# TEXARKANA COLLEGE

**Syllabus:** Principles of Macroeconomics (Sample)

**Course Number:** ECON 2301

**Semester & Year:** Spring 2017

**Instructor Information**

Name: Samuel Rivas

Office: BCT 27

Telephone: 903.823.3380

E-mail: samuel.rivas@texarkanacollege.edu

Office Hours:

Office Hours				
Monday	Tuesday	Wednesday	Thursday	Friday
	08:30AM - 09:30AM		08:30AM - 09:30AM	09:30AM - 11:30AM
09:00AM – 11:00AM		09:00AM – 11:00AM		
	02:00PM – 04:00PM		02:00PM – 04:00PM	
03:00PM – 04:30PM		03:00PM – 04:30PM		

**Instructor Response:** The Instructor will reply back to the student within 24 hours of an email message, voice mail message or Forum post, Monday through Thursday. The exception is for messages or posts left after 12:00 noon on a Friday. These messages or posts will be replied no later than the following Monday, 5:30PM.

Student, the Friday office hours are set up to assist all economic students. If your schedule permits, and if you are able to come to the campus, I can assist you with any content or concept questions. I am either in the office or in the classroom on Friday mornings. Appointments are not necessary. If you are unable to come to the campus, please call me or email me if you have any difficulties with any of the economic content during the Friday office hours. Also, in the myTC course page, there is a **Discussion Forum** page (portlet; left sidebar) in which you can post any content or concept questions at any time.

**Textbook Information**

**Required Text:**

Textbook: Taylor, T. (2014). OpenStax College *Principles of Macroeconomics*. Rice University.

*Principles of Macroeconomics* by [OpenStax College](#) is licensed under a [Creative](#)

Commons License 4.0 International.

ISBN-10	1-938168-25-9
ISBN-13	978-1-938168-25-3
Revision	MA-1-002-RS

“Download the **textbook** for **free** at <http://cnx.org/content/col11626/latest>

The *Principles of Macroeconomics* **textbook** may be **purchased** through Amazon.com: [http://www.amazon.com/Principles-Macroeconomics-OpenStax-College/dp/1938168259/ref=sr\\_1\\_11?m=A1540JPBBI3F06&s=merchant-items&ie=UTF8&qid=1444401859&sr=1-11](http://www.amazon.com/Principles-Macroeconomics-OpenStax-College/dp/1938168259/ref=sr_1_11?m=A1540JPBBI3F06&s=merchant-items&ie=UTF8&qid=1444401859&sr=1-11)

The *Principles of Macroeconomics* **eBook** may be **purchased** through iTunes: <https://itunes.apple.com/us/book/principles-macroeconomics/id922082109?ls=1&mt=13>

### **Other Course Materials:**

Macroeconomic students enrolled in this section of Economics **are permitted to use a dictionary** on all exams taken during the semester.

The following **business dictionary** is an excellent resource that you may want to consider purchasing through the following online provider or any retail provider of your choosing:

[http://www.amazon.com/Dictionary-Business-Economics-Barrons-Dictionaries/dp/0764147579/ref=sr\\_1\\_1?s=books&ie=UTF8&qid=1453841034&sr=1-1&keywords=business+dictionary](http://www.amazon.com/Dictionary-Business-Economics-Barrons-Dictionaries/dp/0764147579/ref=sr_1_1?s=books&ie=UTF8&qid=1453841034&sr=1-1&keywords=business+dictionary)

Additionally, a basic **calculator**, a **pencil** for test purposes, and a **packet of Scantron's, 882-E** will be required for the course. The Scantron's can be purchased at the TC Bookstore.

**Microsoft Office:** Texarkana College offers Office 365 to all students. Instructions on how to download this free software can be located at <https://www.texarkanacollege.edu/helpdesk/install-office-2013>.

### **Student Learning Outcomes for the Course**

Upon successful completion of this course, students will:

1. Explain the role of scarcity, specialization, opportunity cost and cost/benefit analysis in economic decision-making.
2. Identify the determinants of supply and demand; demonstrate the impact of shifts in both market supply and demand curves on equilibrium price and output.
3. Define and measure national income and rates of unemployment and inflation.
4. Identify the phases of the business cycle and the problems caused by cyclical fluctuations in the market economy.



5. Define money and the money supply; describe the process of money creation by the banking system and the role of the central bank.
6. Construct the aggregate demand and aggregate supply model of the macro economy and use it to illustrate macroeconomic problems and potential monetary and fiscal policy solutions.
7. Explain the mechanics and institutions of international trade and their impact on the macro economy.
8. Define economic growth and identify sources of economic growth.

### **Student Requirements for Completion of the Course and Due Dates**

The final grade for this course, ECON 2301 will be determined by the following method:

The student must complete five tests (exams). Test 1, 2, 3 and 4 will consist of the content from three to five chapters. Tests (Exams) 1 through 4 will consist of 50 to 60 multiple-choice questions. Test 5 will be a comprehensive test.

The Final Exam, Test 4, will consist of 50 multiple-choice questions.  
**If the Final Exam is missed an F will be earned for the course.**

Tests (Exams) 1, 2, 3, 4 and 5 will count **76 percent (500 possible points / 660 total points)** towards the course average.

The Assignment will be will count **15 percent (100 possible points / 660 total points)** towards the course average. The specifics about the Assignment will be covered in detail after the completion of Topic 2.

Participation through the weekly lectures will count **09 percent (60 possible points / 660 total points)** towards the course average. The specifics about Participation will be covered in detail in week 1, lecture 1 of the fall semester.

The grades for Tests (Exams) and the grade for Participation will be posted in the Gradebook. The Gradebook is located on the course webpage (portlet: left sidebar).

<b>Test</b>	<b>Chapter Content</b>	<b>Tentative Test Week</b>
1	1.2.3.4	February 06 – 10
2	6.7.8.9.10	March 06 - 10
3	11.12.13	April 10 – 14
4	14.15.17.20	May 08 - 10
5	1..20	TBA

## Student Assessment

Tests will be taken in the Classroom, BCT 1. You will need the following:

1	Scantron Form Number <b>882-E</b>
2	Pencil #2
3	Calculator (If you use a Graphing Calculator, the calculator will be cleared prior to the test)
4	Dictionary (optional)

*You will be allowed 1 1/2 hours to complete the exam.*

Student evaluation is conducted primarily through the use of tests (exams) and participation. The test (exam) will be assigned a grade ranging from 0 to 100. Participation will be assigned a grade ranging from 0 to 60.

Test	Grade Range	Points Earned (Grade)	Total Possible Points
1	0 - 100		100
2	0 - 100		100
3	0 - 100		100
4: Final	0 - 100		100
5	0 - 100		100
Assignment 1	0 - 100		100
Participation	0 - 60		60
<b>Total</b>			<b>660</b>
<b>Points Earned / Total Possible Points = Course Average</b>			

## Grading Scale

Course grade will be determined by applying the average of the test grades and participation points to the scale of:

59.01 - 69	D	69.01 - 79	C	79.01 - 89	B	89.01 +	A
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## Class Schedule (Tentative)

Week	Month	Dates	Topic
Week 1	January	17 - 20	Chapter 1-Welcome to Economics
Week 2		23 - 27	Chapter 2-Choice in a World of Scarcity
Week 3	January/February	30 - 03	Chapter 3-Demand, Supply Chapter 4-Labor and Financial Markets
Week 4	February	06 - 10	Chapter 4-Labor and Financial Markets: <b>Test 1</b>
Week 5		13 - 17	Chapter 6-The Macroeconomic Perspective Chapter 7-Economic Growth

Week 6		20 - 24	Chapter 8-Unemployment Chapter 9-Inflation
Week 7	<b>February/March</b>	27 - 03	Chapter 10-The International Trade and Capital Flows
Week 8	<b>March</b>	06 - 10	Chapter 10-The International Trade and Capital Flows: <b>Test 2</b>
		<b>13 - 17</b>	<b>Spring Break</b>
Week 9		20 - 24	Chapter 11-The Aggregate Demand/Aggregate Supply Model
Week 10		27 - 31	Chapter 11-The Aggregate Demand/Aggregate Supply Model Chapter 12-The Keynesian Perspective
Week 11	<b>April</b>	03 - 07	Chapter 12-The Keynesian Perspective Chapter 13-The Neoclassical Perspective
Week 12		10 - 14	Chapter 13-The Neoclassical Perspective: <b>Test 3</b>
Week 13		17 - 21	Chapter 20- International Trade Chapter 14- Money, Banking, and Financial Institutions
Week 14		24 - 28	Chapter 15- Money Creation
Week 15	<b>May</b>	01 - 05	Chapter 15- Money Creation Chapter 17- Interest Rates and Monetary Policy
Week 16		08 - 10	<b>Test 4 - Final Exam</b>

Friday, April 14, 2017, is the last day to drop the course.

### **Attendance Policy**

Upon *official registration*, the following number of unexcused absences will be the maximum allowable before a student is dropped from class:

#### *Semester Hour Programs*

M W Classes - 4 per semester

T Th Classes - 4 per semester

The last date of attendance will be listed on the drop. Please note, money received from either grants or scholarship (financial aid) could be owed to the college and/or federal government. Please check with the Financial Aid office before making a decision to drop a course.

### **Make-up Policy**

Student may make up **one** missed test. There will be a ten point penalty for missing the test date. The student is required to take the makeup test one week, **seven days**, from the missed deadline.

**The makeup test will be taken in the TC Testing Center, please follow these instructions.**

The Testing Center is located in the **Palmer Memorial Library**, building number 3 on the Texarkana College Campus Map, **downstairs**, facing Tucker Street. The location is on the south side of the building.

Testing Center Days	Hours
Monday – Thursday	10:00 am – 08:00 pm
Friday	08:30 am – 03:00 pm
<b><i>Sundays</i></b>	<b><i>02:00 pm – 06:00 pm</i></b>

***You must start your test one hour before the close of the Testing Center.***

**You will need the following:**

1	Your TC I.D. card
2	Scantron Form Number 882-E
3	Pencil #2
4	Calculator (If you use a Graphing Calculator, the calculator will be cleared prior to the test)
5	Dictionary (optional)

A test packet will be provided for you at the TC Testing Center. An instruction page will be attached to your test packet.

***Allow yourself sufficient time to take the test. There is a 2 hour time limit.***

The **make-up** test policy applies to Test 1, 2, and 3. There is **no** make-up policy for the Final Exam and Test 5. **If the Final Exam is missed an F will be earned for the course.**

### **Classroom (Behavior) Policy**

Respect opinions that are different than your own. Extend Courtesy to all.

### **Academic Integrity Statement**

Scholastic dishonesty, involving but not limited to cheating on a test, plagiarism, collusion, or falsification of records will make the student liable for disciplinary action after being investigated by the Dean of Students. Proven violations of this nature will result in the student being dropped from the class with an "F".

This policy applies campus wide, including TC Testing Center, as well as off-campus classroom or lab sites, including dual credit campuses. This information can be found in the Student Handbook at <https://texarkanacollege.edu>.

### **Disability Act Statement:**

Texarkana College complies with all provisions of the Americans with Disabilities Act and makes reasonable accommodations upon request. Current and prospective students, parents, and others interested in accommodations or additional information should contact the **Advising Center**, Texarkana College Administration Building @ **903-823-3349** or **903-823-3283**.

If you have an accommodation letter from the **Advising Center** indicating that you have a disability which requires academic accommodations, please present it to me so we can discuss the accommodations that you might need for this class. ***It is best to request these changes at the beginning if not before the start of class so there is ample time to make the accommodations.***

**Financial Aid:**

**Attention!** Dropping this class may affect your funding in a negative way! You could owe money to the college and/or federal government. Please check with the Financial Aid office before making a decision.

**Technical Assistance**

Texarkana College offers students several ways to access technical assistance for IT issues.

**General IT issues**

Help Desk Link from TC's main webpage:  
<https://www.texarkanacollege.edu/helpdesk>

Phone: 903-823-3030

Email: [helpdesk@texarkanacollege.edu](mailto:helpdesk@texarkanacollege.edu)

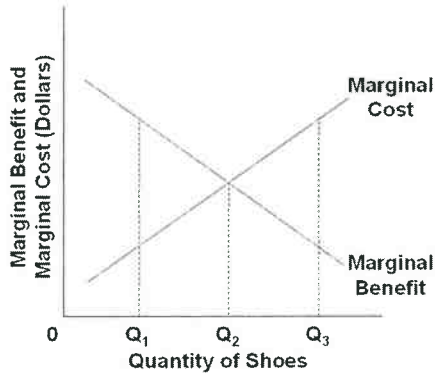
I, \_\_\_\_\_, have read and understand the expectations for Principles of Economics I, ECON 2301.

1. **Economics** entails:

- A. scarcity and choice
- B. division of labor
- C. trade and markets
- D. A and B only
- E. all of the above

2. The **scarcity problem**:

- A. exists only because countries have failed to achieve continuous full employment.
- B. exists because economic wants exceed limited economic resources (inputs) (factors of production).
- C. has been solved in all industrialized nations.
- D. has been eliminated in affluent societies such as the United States and Canada.



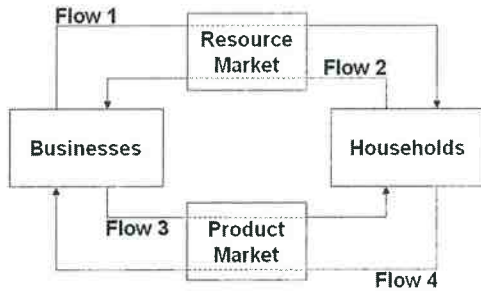
3. Refer to the above diagram for athletic shoes. The optimal output of shoes is at  $Q_2$  ( $mb = mc$ ).

This particular level of output defines this **type of efficiency**:

- A. productive
- B. allocative
- C. roundabout
- D. dynamic

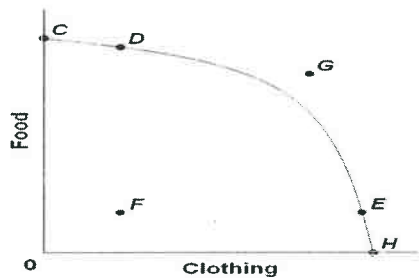
4. **Central planning** is a distinguishing feature of a \_\_\_\_\_ system, whereas **private property rights** are a distinguishing feature of a \_\_\_\_\_ system?

- A. market, command
- B. command, market
- C. command, socialism
- D. market, totalitarian



5. Refer to the above diagram, **simple circular flow**. In the **resource market**:

- A. businesses borrow financial capital from households.
- B. businesses sell services to households.
- C. households sell resources to businesses.
- D. firms sell raw materials to households.



6. Production Possibility Curve (PPC) points **C**, **D**, **E**, and **H** on the above graph indicate:

- A. inefficient use of society's scarce resources
- B. a lack of tradeoff between food and clothing
- C. attainable combinations of food and clothing
- D. unattainable combinations of food and clothing

7. On the above graph, **economic growth** would be represented by a:

- A. rightward shift of the production possibilities curve (PPC)
- B. leftward shift of the production possibilities curve (PPC)
- C. production possibilities curve (PPC) which remains fixed
- D. point outside (to the right) of the production possibilities curve (PPC)

8. Which is **not** an economic resource (input) (factor of production)?

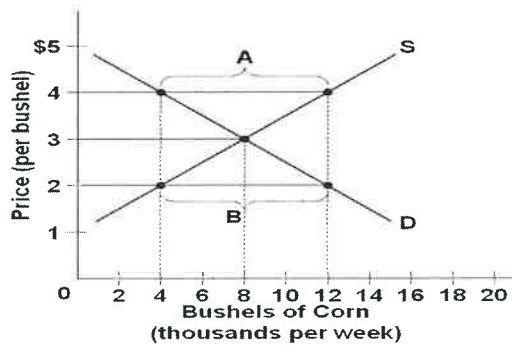
- A. money
- B. land
- C. labor
- D. capital

9. A **market**:

- A. reflects upsloping demand and downsloping supply curves.
- B. entails the exchange of goods, but not services.
- C. brings together buyers and sellers.
- D. always requires face-to-face contact between buyer and seller.

10. The Latin term "**ceteris paribus**" means:

- A. that if event A precedes event B, A has caused B.
- B. that economics deals with facts, not values.
- C. other things equal.
- D. prosperity inevitably follows recession.



11. Refer to the above diagram illustrating the market for corn. The *relationship* between quantity supplied and price is \_\_\_\_\_ and the *relationship* between quantity demanded and price is \_\_\_\_\_.

- A. direct, inverse
- B. inverse, direct
- C. inverse, inverse
- D. direct, direct

12. Refer to the above diagram illustrating the market for corn. The market is in **equilibrium**:

- A. provided there is no surplus of the product.
- B. at all prices above that shown by the intersection of the supply and demand curves.
- C. if the amount producers want to sell is equal to the amount consumers want to buy.
- D. whenever the demand curve is downsloping and the supply curve is upsloping.



## Macroeconomic: ECON 2301: Test 5: Comprehensive

13. Refer to the above diagram illustrating the market for corn. If the *price in this market is at \$4 per bushel (A)*, then there will be a:
- A. surplus and the pressure on price will be to rise
  - B. shortage and the pressure on price will be to rise
  - C. surplus and the pressure on price will be to fall
  - D. shortage and the pressure on price will be to fall
14. Refer to the above diagram illustrating the market for corn. If the *price in this market is at \$2 per bushel (B)*, then:
- A. surplus and the pressure on price will be to rise
  - B. shortage and the pressure on price will be to rise
  - C. surplus and the pressure on price will be to fall
  - D. shortage and the pressure on price will be to fall
15. Refer to the above diagram illustrating the market for corn. **Disequilibrium occurs:**
- A. above the equilibrium
  - B. below the equilibrium
  - C. neither above nor below the equilibrium
  - D. above and below the equilibrium
16. **Nominal GDP** (gross domestic product) is \_\_\_ and **Real GDP** (gross domestic product) is \_\_\_.
- A. a measure of the overall level of prices, no change in output.
  - B. current output at current prices (unadjusted), output at current prices (unadjusted).
  - C. current output at current prices (unadjusted), current output at base year prices (adjusted).
  - D. can change from one year to the next even if there is no change in output, cannot change from one year to the next.
17. Which of the following is the **best example of economic investment**?
- A. Apple builds a new plant to manufacture iPads.
  - B. Your college purchases a 5-year old building in order to offer more classes.
  - C. A retiree purchases U.S. government bonds.
  - D. A company like Bank of America acquires another company like Merrill Lynch.
18. The *system that measures the economy's overall performance* is formally known as:
- A. national income accounting
  - B. business cycle measurement
  - C. GDP assessment
  - D. final output and income statistics

19. The **two methods** by which GDP is calculated are:

- A. national income and cost income
- B. income (allocation) and cost income
- C. output (expenditures) and national income
- D. income (allocation) and output (expenditures)

20. GDP can be calculated by summing:

- A. consumption, investment (gross), government purchases and imports.
- B. consumption, investment (gross), government purchases and net exports.
- C. consumption, investment (gross), wages and rents.
- D. consumption, investment (gross), government purchases and imports.

Answer the question on the basis of the following data. All figures are in billions of dollars:

<b>Government Purchases</b>	<b>60</b>
<b>Consumption</b>	<b>180</b>
<b>Net Investment</b>	<b>15</b>
<b>Consumption of Fixed Capital</b>	<b>15</b>
<b>Exports</b>	<b>14</b>
<b>Imports</b>	<b>25</b>

21. Refer to the above data. GDP is:

- A. \$309
- B. \$299
- C. \$259
- D. \$183

22. A **price index** (GDP index) is:

- A. a comparison of the current price of capital goods to a fixed point of reference x 100.
- B. a comparison of real GDP in one period relative to another x 100.
- C. the cost of a market basket of goods and services in a specific period divided by the cost of the same market basket in another period (base) x 100.
- D. a ratio of real GDP to nominal GD x 100.

## Macroeconomic: ECON 2301: Test 5: Comprehensive

Assume an economy that makes only one product and that **year 3 is the base year**. Output and price data for a five-year period are as follows. Answer the question on the basis of these data.

Year	Units of Output	Price	Nominal GDP	(Price) (GDP) Index	Real GDP
1	3	3			
2	4	4			
3	6	5			
4	7	7			
5	8	8			

23. Refer to the above data. If year 3 is chosen as the base year, the **price index for year 1** is:

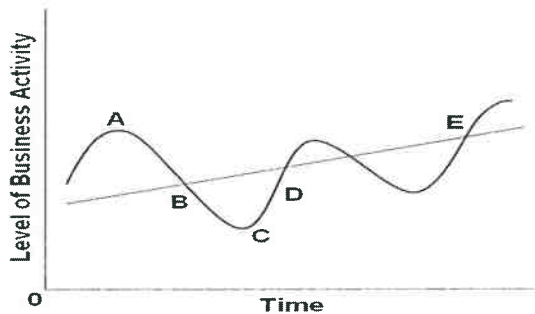
- A. 140
- B. 40
- C. 167
- D. 60

24. Refer to the above data. The **nominal GDP for year 4** is:

- A. \$49
- B. \$55
- C. \$40
- D. \$35

25. Refer to the above data. **Real GDP for year 5** is:

- A. \$160
- B. \$49
- C. \$40
- D. \$64



26. Refer to the above diagram. The **phases** of the business cycle from points *A* to *D* are, respectively:

- A. peak, recession, expansion, trough
- B. trough, recovery, expansion, peak
- C. expansion, recession, trough, peak
- D. peak, recession, trough, expansion

27. At an annual growth rate of 7 percent, **real GDP will double** in about (Rule of 70):

- A. 11 ½ years
- B. 10 year
- C. 13 ½ years
- D. 9 years

## Macroeconomic: ECON 2301: Test 5: Comprehensive

28. Which of the following is the correct way to **calculate the unemployment rate**?

- A.  $[(\text{unemployed}) / (\text{population})] \times 100$
- B.  $[(\text{unemployed}) / (\text{labor force})] \times 100$
- C.  $[(\text{labor force}) / (\text{population})] \times 100$
- D.  $[(\text{labor force}) / (\text{unemployed})] \times 100$

29. High rates of **unemployment**:

- A. indicates that society is not using a large portion of the talent and skills of its people.
- B. is associated with higher price levels.
- C. always corresponds to a decrease in nominal GDP.
- D. does not affect an economy's output of goods and services.

Answer the question on the basis of the following information about the hypothetical economy of Scoob. All figures are in millions.

<b>Unemployed</b>	<b>14</b>
<b>Total Population</b>	<b>330</b>
<b>Employed</b>	<b>280</b>
<b>Discouraged Workers</b>	<b>10</b>

30. Refer to the above information. The **unemployment rate in Scoob** is:

- A. 8.1 percent.
- B. 4.7 percent.
- C. 5.0 percent.
- D. 7.8 percent.

31. Which of the following constitute the **types of unemployment**?

- A. frictional, cyclical and seasonal
- B. frictional, seasonal and historical
- C. cyclical, structural and historical
- D. frictional, structural and cyclical

32. *Inflation* is a rise in \_\_\_ and is calculated \_\_\_.

- A. the general level of prices over time,  $\text{CPI}_{\text{current}} - \text{CPI}_{\text{previous}} / \text{CPI}_{\text{previous}} \times 100$
- B. the standard of living over time,  $\text{CPI}_{\text{previous}} - \text{CPI}_{\text{current}} / \text{CPI}_{\text{current}} \times 100$
- C. industrial production over time,  $\text{CPI}_{\text{current}} - \text{CPI}_{\text{previous}} / \text{CPI}_{\text{previous}} \times 100$
- D. real GDP over time,  $\text{CPI}_{\text{previous}} - \text{CPI}_{\text{current}} / \text{CPI}_{\text{current}} \times 100$

## Macroeconomic: ECON 2301: Test 5: Comprehensive

33. If the consumer price index was 178.4 in 2009 and 181.3 in 2010, **the rate of inflation in 2010** was about:

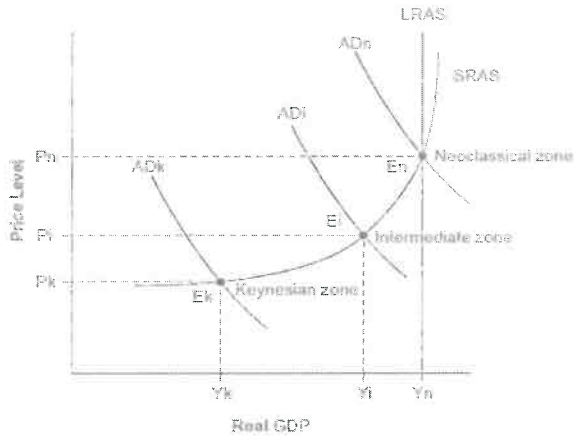
- A. 2.8 percent.
- B. 3.4 percent.
- C. 1.6 percent.
- D. 4.1 percent.

34. On the **Balance of Trade** or **Balance of Payments** diagram, Payments for Exports and Imports fall under \_\_\_\_\_ accounts, and Investment from Abroad and Foreign Investment fall under \_\_\_\_\_ accounts.

- A. current; financial
- B. financial; current
- C. receivables; payables
- D. international; domestic
- E. domestic; international

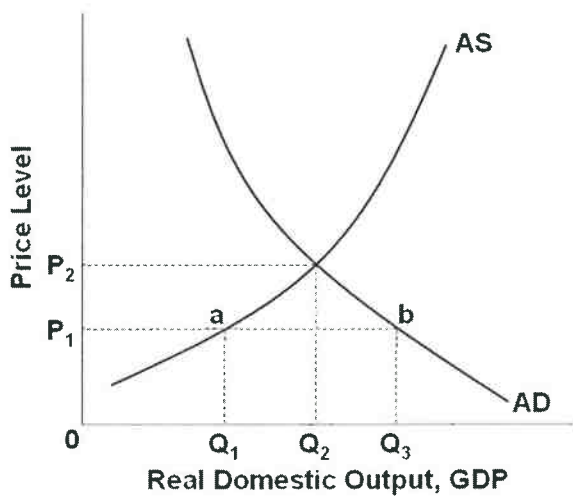
35. If the US economy records a **trade surplus** and a **budget surplus** in its national savings and investment identity, the following will occur:

- A.  $(T - G)$  and  $(X - M)$  will remain in their respective sides of the identity
- B.  $(T - G)$  will shift to the supply side
- C.  $(X - M)$  will shift to the demand side
- D. both B and C are correct



36. Refer to the above graph. The **Keynesian zone** is identified at \_\_\_\_, the **Neoclassical zone** is identified at \_\_\_\_.

- A.  $E_i$ ;  $E_n$
- B.  $E_i$ ;  $E_k$
- C.  $E_n$ ;  $E_k$
- D.  $E_k$ ;  $E_n$



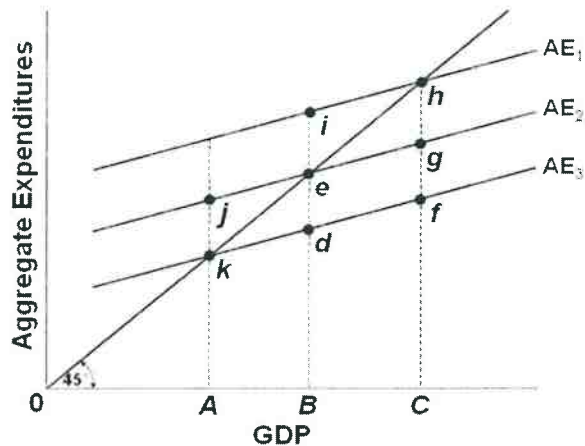
37. Refer to the above graph for aggregate demand and aggregate supply. This economy is at **equilibrium** at:

- A. point a and b
- B. Price level  $P_1$  and output  $Q_3$
- C. Price level  $P_2$  and output  $Q_2$
- D. Price level  $P_1$  and output  $Q_1$

38. The **expenditure multiplier** can be calculated by dividing:

## Macroeconomic: ECON 2301: Test 5: Comprehensive

- A. the change in real GDP / initial change in spending
- B.  $1 / \text{MPS}$
- C.  $1 / 1 - \text{MPC}$
- D. all of the above
- E. none of the above



39. Refer to the above diagram. If the **full-employment level of GDP is B (AE<sub>2</sub>)** and **aggregate expenditures are at AE<sub>3</sub>**, there is an:

- A. inflationary gap.
- B. recessionary gap.
- C. direct gap
- D. inverse gap

40. If the economy is in a **recession** and prices are relatively stable, then the discretionary fiscal policy or policies that would *most likely be recommended* to correct this macroeconomic problem would be:

- A. Increased government spending or increased taxation, or a combination of the two actions
- B. Increased government spending or decreased taxation, or a combination of the two actions
- C. Increased government spending or increased taxation, but not a combination of the two actions
- D. Decreased government spending or decreased taxation, or a combination of the two actions

41. Over the long run, a surge in **aggregate demand** from a neoclassical perspective will most likely result in:

- A. a rise in level of output.



- B. an increase in price level.  
 C. downward pressure on the price level.  
 D. pressure for a lower level of inflation.
42. From a **neoclassical view**, which of the following is a true statement?  
 A. Lower wages will cause an economy-wide increase in the price of a key input.  
 B. Because wages are flexible, they are unaffected by high rates of unemployment.  
 C. A surge in aggregate demand ends up as a rise in output, but does not increase price levels.  
 D. The economy cannot sustain production above its potential GDP in the long run.
43. The **difference** between  $M_1$  and  $M_2$  is that:  
 A. the former includes time deposits.  
 B. the latter includes small-denominated time deposits, non-checkable savings accounts, money market deposit accounts, and money market mutual fund balances.  
 C. the latter includes negotiable government bonds.  
 D. the latter includes cash held by commercial banks and the U.S. Treasury.
44. A **checkable deposit at a commercial bank** is a (n):  
 A. Liability to the depositor and an asset to the bank  
 B. Liability to both the depositor and the bank  
 C. Asset to the depositor and a liability to the bank  
 D. Asset to both the depositor and the bank
45. The **money multiplier** by which the commercial banking system can increase the supply of money on the basis of each dollar of excess reserves is equal to:  
 A. the reciprocal of the required reserve ratio.  
 B. 1 minus the required reserve ratio.  
 C. the reciprocal of the income velocity of money.  
 D. 1/MPS.

Answer the question based on the following consolidated balance sheet for the commercial bank, Rivas Bank & Trust. Assume the required reserve ratio is 12 percent. All figures are in billions of dollars.

<u>Assets</u>		<u>Liabilities + Net Worth</u>	
Reserves	\$60	Checkable Deposits	\$150
Loans	100	Stock Shares	135
Securities	25		
Property	100		

46. Refer to the above data. The **excess reserves** for this bank are:  
 A. \$32 billion

- B. \$36 billion
- C. \$42 billion
- D. \$60 billion

47. Refer to the above data. The bank can **loan out a maximum** of:

- A. \$32 billion
- B. \$36 billion
- C. \$42 billion
- D. \$60 billion

48. Refer to the above data. If this single bank represented the entire banking industry, the maximum amount by which the **commercial banking system** can *expand the supply of money* by lending is:

- A. \$250 billion
- B. \$350 billion
- C. \$450 billion
- D. \$600 billion

49. Refer to the above data. The **monetary multiplier for this banking system** will be:

- A. 8.33
- B. 6.66
- C. 5.26
- D. 4.76

50. In the U.S. economy the **money supply is controlled** by the:

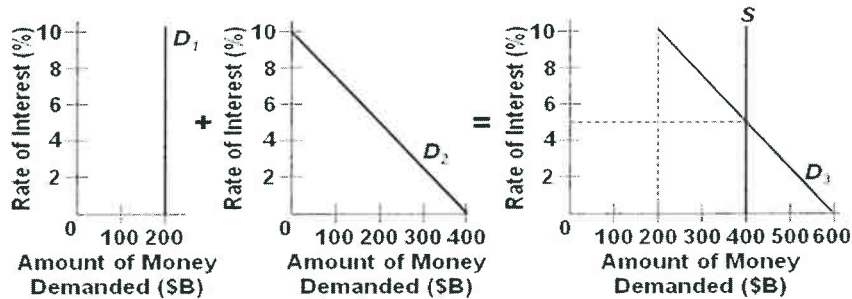
- A. U.S. Treasury.
- B. Federal Reserve System.
- C. Senate Committee on Banking and Finance.
- D. Congress.

51. **The Federal Reserve System** *consists* of which of the following?

- A. Federal Open Market Committee and Office of Thrift Supervision
- B. Federal Deposit Insurance Corporation and Controller of the Currency
- C. U.S. Treasury Department and Bureau of Engraving and Printing
- D. Board of Governors and the 12 Federal Reserve Banks

52. The Federal Open Market Committee (**FOMC**):

- A. Provides advice on banking stability to the Fed
- B. Monitors regulatory banking laws for member banks
- C. Sets policy on the sale and purchase of government bonds by the Fed
- D. Follows the actions and operations of financial markets to keep them open and competitive



53. Refer to the above market for money diagrams. The **equilibrium interest rate** and the **equilibrium demand for money** is:

- A. 8% and 200 respectively.
- B. 6% and 300 respectively.
- C. 5% and 400 respectively.
- D. 4% and 500 respectively.

54. Refer to the above market for money diagrams. When the Central Bank acts in a way that causes the **money supply to increase** while **aggregate demand remains** unchanged, it is:

- A. following a contractionary monetary policy.
- B. following quantitative easing policy.
- C. following a tight monetary policy.
- D. following an expansionary monetary policy.

55. The **main tools of monetary policy** are:

- A. tax rate changes, the discount rate, open-market operations, and the Federal funds rate.
- B. tax rate changes, changes in government expenditures, open-market operations, and the term auction facility.
- C. the discount rate, the reserve ratio, the term auction facility, and open-market operations.
- D. changes in government expenditures, the reserve ratio, the Federal funds rate, and the discount rate.

56. The **discount rate** is the interest:

- A. rate at which the central banks lend to the U.S. Treasury.
- B. rate at which the Federal Reserve Banks lend to commercial banks.
- C. yield on long-term government bonds.
- D. rate at which commercial banks lend to the public.

57. The **Federal funds rate** is the interest rate that \_\_\_\_\_ charge(s) \_\_\_\_\_.
- A. banks, other banks.
  - B. the Fed, commercial banks.
  - C. banks, their best corporate customers.
  - D. banks, on federal student loans.
58. \_\_\_\_\_ are a form of tax and spending rules that can affect aggregate demand in the economy without any additional change in legislation.
- A. Standardized employment budgets
  - B. Discretionary fiscal policies
  - C. Automatic stabilizers
  - D. Budget expenditures

Autos and chemicals are in million units in the following tables. **Domestic Production** for *Germany* is at production alternative C. **Domestic Production** for the *US* is at production alternative C:

Product	A	B	C	D	E	F
Autos	0	4	8	12	16	20
Chemicals	40	32	24	16	8	0

Product	A	B	C	D	E	F
Autos	0	3	6	9	12	15
Chemicals	60	48	36	24	12	0

59. Refer to the above tables. If Germany and the United States engage in trade, the **comparative cost ratio for Germany** is:
- A. 1 auto for 12 units of chemicals (1A=12C)
  - B. 1 auto for 6 units of chemicals (1A=6C)
  - C. 1 auto for 4 units of chemicals (1A=4C)
  - D. 1 auto for 2 units of chemicals (1A=2C)

60. Refer to the above tables. If Germany and the United States engage in trade, the **comparative cost ratio for the US** is:
- A. 1 auto for 12 units of chemicals ( $1A=12C$ )
  - B. 1 auto for 6 units of chemicals ( $1A=6C$ )
  - C. 1 auto for 4 units of chemicals ( $1A=4C$ )
  - D. 1 auto for 3 units of chemicals ( $1A=3C$ )
61. Refer to the above tables. **Germany** will hold the *comparative advantage* in the production of \_\_\_ and the **United States** will hold the *comparative advantage* in the production of \_\_\_.
- A. autos, chemicals respectively
  - B. chemicals, autos respectively
  - C. both will produce autos
  - D. both will produce chemicals
62. Refer to the above tables. If Germany and the United States engage in trade, the beneficial terms of trade (win-win) will be:
- A. 3.5 units of autos for 1 unit of chemicals ( $1C=3.5A$ )
  - B. 2.5 units of autos for 1 unit of chemicals ( $1C=2.5A$ )
  - C. 2.5 units of chemicals for 1 unit of autos ( $1A=2.5C$ )
  - D. 1 unit of autos for 3 units of chemicals ( $1A=3C$ )
63. Refer to the above tables. Assume that prior to specialization and trade, **domestic production in Germany and the United States is production possibility C**. Now if each specializes according to its comparative advantage, the resulting gains from specialization and trade will be:
- A. 8 million units of autos
  - B. 6 million units of autos
  - C. 6 million units of autos and 8 million units of chemicals
  - D. 8 million units of autos and 6 million units of chemicals
64. The **significance of specialization and trade among nations** is:
- A. greater overall production (greater efficient use of resources)
  - B. greater incomes (increase in employment)
  - C. higher standard of living
  - D. only A and C
  - E. A, B and C

## Macroeconomics: ECON 2301: Assignment 1: Communication Skills

Student, graph a diagram (visual) that identifies the four phases of a business cycle below.  
Student be certain to label the Y and X axis on the diagram with the appropriate labels.

In no particular order state the phases of the business cycle:

1. \_\_\_\_\_ phase

State between three and five benefits that arise from this particular phase.

- A.
- B.
- C.
- D.
- E.

State between three and five costs that arise from this particular phase.

- A.
- B.
- C.
- D.
- E.

2. \_\_\_\_\_ phase

State between three and five benefits that arise from this particular phase.

- A.
- B.
- C.
- D.
- E.

State between three and five costs that arise from this particular phase.

- A.
- B.
- C.
- D.
- E.

3. \_\_\_\_\_ phase

State between three and five benefits that arise from this particular phase.

- A.
- B.
- C.
- D.
- E.

State between three and five costs that arise from this particular phase.

- A.
- B.
- C.
- D.
- E.

4. \_\_\_\_\_ phase

State between three and five benefits that arise from this particular phase.

- A.
- B.
- C.
- D.
- E.

State between three and five costs that arise from this particular phase.

- A.
- B.
- C.
- D.
- E.

# CRITICAL THINKING VALUE RUBRIC

Adapted for Texarkana College from the AAC&U Critical Thinking VALUE Rubric

## Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

	Does Not Meet Any Expectations 1	Meets Few Expectations 2	Meets Expectations 3	Exceeds Some Expectations 4	Exceeds All Expectations 5
<b>Explanation of Issues</b>	Did not state issue.	Issue is stated without clarification or description.	Issue is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined and/or backgrounds unknown.	Issue is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.
<b>Evidence</b>	Does not identify the basic components of an issue	Information is taken from sources without any interpretation. Viewpoints of experts are taken as fact, without question	Information is taken from sources with some interpretation but not enough to develop a coherent analysis or synthesis.	Information is taken from sources with enough interpretation to develop a coherent analysis or synthesis.	Information is taken from sources with enough interpretation to develop a comprehensive analysis or synthesis.
<b>Influence of Context and Assumptions</b>	Did not show awareness of the issue.	Show an emerging awareness of present assumptions.	Questions some assumptions. Identifies relevant information when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Thoroughly analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.
<b>Student's Position</b>	Takes no position on issue	Specific position is stated but is simplistic and obvious.	Specific position acknowledges different sides of an issue.	Specific position takes into account the complexities of an issue. Others' points of view are acknowledged within position.	Specific position is imaginative. Limits of position acknowledged. Other points of view are synthesized.
<b>Conclusions and Related Outcomes</b>	Does not use previously learned information in new situations.	Conclusion is inconsistently tied to some of the information discussed; related outcomes are oversimplified.	Conclusion is logically tied to information; some related outcomes are identified.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes are identified clearly	Conclusions and related outcomes are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order



# Communication RUBRIC

Adapted for Texarkana College from the AAC&U Critical Thinking VALUE Rubric and Making Learning Real

## Definition

Written communication is the development and expression of ideas in writing.

Oral Communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors. Visual Communication is the use of images to persuade, entertain, inform, and enlighten an observing audience of products, ideas, and messages.

	Does Not Meet Any Expectations 1	Meets Few Expectations 2	Meets Expectations 3	Exceeds Some Expectations 4	Exceeds All Expectations 5
<b>Quality of Information and Organization</b>	Presentation lacks main points and related details. Information lacks connection to the presentation topic. Information is not organized.	Main points are not clear and lack significant detail. Some information is linked to the presentation topic. Information is loosely organized.	Main points are somewhat clear but could use more detail. Most information is linked to the presentation topic. Information is organized.	Main points are clear and detailed. Information is linked to presentation topic. Information is well organized.	Main points are very clear and very detailed. Information is directly linked to presentation topic. Information is very organized.
<b>Nonverbal Communication</b>	Speaker appears very uneasy and insecure. Speaker faces away from the audience or makes no eye contact. Speaker appears disengaged from the audience. Speaker uses few body motions or gestures or has gestures or movements that distract the audience.	Speaker appears uneasy and somewhat insecure. Speaker rarely faces the audience or makes eye contact. Speaker rarely appears to be engaging with the audience. Speaker uses few body motions or gestures or movements that distract the audience.	Speaker appears generally at ease and confident. Speaker sometimes faces the audience and maintains eye contact. Speaker sometimes appears to be engaging with the audience. Speaker's body motions and gestures neither support nor detract from presentation.	Speaker appears fairly comfortable and confident. Speaker generally faces the audience and maintains good eye contact. Speaker generally appears to be engaging with the audience. Speaker uses body motions and gestures well.	Speaker appears very comfortable and confident. Speaker consistently faces the audience and maintains good eye contact. Speaker consistently appears to be engaging with the audience. Speaker uses body motions and gestures very effectively.
<b>Quality of Verbal Communication</b>	Speaker's voice is consistently too weak or too strong. Speaker fails to use inflections to emphasize key points and create interest or often uses inflections inappropriately. Speaker's talking paces is consistently too slow or too fast.	Speaker's voice is frequently too weak or too strong. Speaker rarely uses inflections to emphasize key points and create interest or speaker sometimes uses inflections inappropriately. Speaker's talking pace is often too slow or too fast.	Speaker's voice is generally steady strong and clear. Speaker sometimes uses inflections to emphasize key points and create interest. Speaker's talking pace is appropriate.	Speaker's voice is steady, strong, and clear. Speaker often uses inflections to emphasize key points and create interest. Speaker's talking pace is mostly appropriate.	Speaker's voice is very confident, steady, strong, and clear. Speaker consistently uses inflections to emphasize key points or to create interest. Speaker's talking pace is consistently appropriate.
<b>Visual Tools</b>	Visual aids demonstrate no creativity or clarity and are often difficult to read. Presentation is weakened by the visual tools.	Visual aids have limited creativity or clarity or are sometimes difficult to read. Presentation is not enhanced by the visual tools.	Visual aids are reasonably creative, clear, and easy to read. Presentation is sometimes enhanced by the visual tools.	Visual aids are usually creative, clear, and easy to read. Presentation is often enhanced by the visual tools.	Visual aids are very creative, clear, and easy to read. Presentation is consistently enhanced by the visual tools.
<b>Appropriate Use of Vocabulary</b>	Few or no terms are included in the presentation. May or may not be used appropriately. Lacks context.	Several terms are included in the presentation. May or may not be used appropriately. May lack context.	Most terms are included in the presentation. Generally used appropriately. Generally used in appropriate context.	All terms are included in the presentation. Used effectively. Used in context.	All terms are included in the presentation. Used in unique and creative ways. Used in context

<p><b>Precision and Detail in Documents Produced</b></p>	<p>Written documents have numerous errors and lack detail. Little care taken in the production.</p>	<p>Documents may have some errors and show some detail. Some care has been taken in production.</p>	<p>Evident that written documents are correct and show a general attention to detail and accuracy. General care has been taken in production.</p>	<p>Clearly evident that written documents are correct, detailed and accurate. Care has been taken in production.</p>	<p>Documents are clear, well-constructed, accurate, and show attention to detail. Extra care has been taken in the production of written documents.</p>
<p><b>Overall Presentational Effectiveness</b></p>	<p>The presentation was weak and not effective.</p>	<p>The presentation was average and somewhat effective.</p>	<p>The presentation was good and effective.</p>	<p>The presentation was very good and effective.</p>	<p>The presentation was exceptional and extremely effective.</p>

# Social Responsibility RUBRIC

Adapted for Texarkana College from the AAC&U Critical Thinking VALUE Rubric

## Definition

Student social responsibility is the responsibility of every student for his/her actions. It is morally binding on everyone to act in such a way that the people immediately around them are not adversely affected. It is a commitment everyone has towards the society -- contributing towards social, cultural and ecological causes.

	Does Not Meet Any Expectations 1	Meets Few Expectations 2	Meets Expectations 3	Exceeds Some Expectations 4	Exceeds All Expectations 5
<b>Intercultural Competence</b>	Does not demonstrate understanding of how others may see, interpret, and experience the world differently	Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.	Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.	Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.
<b>Knowledge of Civil Responsibility</b>	Provides no evidence of her/his experience in civic engagement activities.	Provides little evidence of her/his experience in civic-engagement activities and does not connect experiences to civic identity.	Evidence suggests involvement in civic-engagement activities is generated from expectations or course requirements rather than from a sense of civic identity.	Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a growing sense of civic identity and commitment...	Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action.
<b>Demonstrates an ability to engage effectively in regional, national and global communities</b>	Does not demonstrate an understanding of the connection between the individual and the community.	Has problems differentiating between regional, national, and global communities. Has difficulty identifying the unique challenges at each level.	Demonstrates an understanding of how communities function at the regional, national, and global levels.	Demonstrates an understanding of the unique challenges associated with civic engagement at the different levels.	Analyzes the ability of regional, national, and global communities or organizations to solve specific problems. Cites real life examples or evidence

# Empirical and Quantitative Skills RUBRIC

Adapted for Texarkana College from the AAC&U Critical Thinking VALUE Rubric

## Definition

The ability to formulate an inquiry that is scientific or mathematical in nature, and then manipulate and analyze numerical data and/or follow an investigative process using empirical and/or quantitative reasoning to satisfy the inquiry and create informed conclusions.

	<b>Does Not Meet Any Expectations</b> 1	<b>Meets Few Expectations</b> 2	<b>Meets Expectations</b> 3	<b>Exceeds Some Expectations</b> 4	<b>Exceeds All Expectations</b> 5
<b>Identification</b>	The purpose, components, and variables of the investigation/project are not identified.	The purpose, components, and variables of the investigation/project are somewhat identified.	The purpose, components, and variables of the investigation/project are mostly identified.	The purpose, components, and variables of the investigation/project are clearly identified.	The purpose, components, and variables of the investigation/project are clearly identified.
<b>Assimilation</b>	The information that is required for an analysis of all investigative components is not evident. If applicable, values are incorrectly translated into variables and no necessary formulas are present.	The information that is required for an analysis of all investigative components is somewhat evident. If applicable, values are incorrectly translated into variables and some necessary formulas are present.	The information that is required for an analysis of all investigative components is mostly evident. If applicable, some values are correctly translated into variables and most necessary formulas are present.	The information that is required for an analysis of all investigative components is evident. If applicable, most values are correctly translated into variables and all necessary formulas are present.	The information that is required for an analysis of all investigative components is clearly evident. If applicable, values are correctly translated into variables and all necessary formulas are present.
<b>Analysis</b>	Most investigative or quantitative components are not scrutinized. The steps followed are illogical and/or irrelevant to the desired result. The proper tools/ technology were not used and/or integrated into the final product. Any notation is not consistent and not defined.	Some investigative or quantitative components are scrutinized. Some steps followed are somewhat logical and relevant to the desired result. The proper tools/ technology were somewhat used and not integrated into the final product. Any notation is somewhat consistent but not defined.	All investigative or quantitative components are somewhat scrutinized. The steps followed are mostly logical and relevant to the desired result. The proper tools/ technology were mostly used and somewhat integrated into the final product. Any notation is mostly consistent and defined.	All investigative or quantitative components are scrutinized. The steps followed are logical and relevant to the desired result. The proper tools/ technology were used and mostly integrated into the final product. Any notation is consistent and well defined.	All investigative or quantitative components are methodically scrutinized. The steps followed are logical and relevant to the desired result. The proper tools/ technology were used and well integrated into the final product. Any notation is consistent and well defined.
<b>Presentation</b>	A summary of the analysis is either inadequately presented or not presented at all. The presented information is mostly incorrect, and/or of poor quality, and/or the terminology/figures are	A partial summary of the analysis is presented. The presented information is somewhat correct, of adequate quality, and the terminology/figures are somewhat accurate and relatively easy to	A summary of the analysis is presented. The presented information is mostly correct, of good quality, and the terminology/figures are mostly accurate and easy to understand. Most visual	A good summary of the analysis is presented. The presented information is correct, of good quality, and the terminology/figures are accurate and easy to understand. Most visual	A concise summary of the analysis is presented. The presented information is correct, of high quality, and the terminology/figures are accurate and easy to understand. All visual

	<p>inaccurate and/or hard to understand. Few or no visual representations of evidence are acceptably scaled/ represent the analysis findings.</p>	<p>understand. Some visual representations of evidence are acceptably scaled and represent the analysis findings.</p>	<p>representations of evidence are acceptably scaled and represent the analysis findings.</p>	<p>evidence are well-scaled and/or well represent the analysis findings.</p>	<p>evidence are well-scaled and well represent the analysis findings.</p>
<p><b>Application</b></p>	<p>The integration does not include all steps of the investigation and does not lead to an accurate, nor complete conclusion that relates to the initial investigative argument.</p>	<p>The integration of most steps of the investigation lead to a somewhat accurate, partially complete conclusion that is relative to the initial investigative statement.</p>	<p>The coherent integration of most steps of the investigation lead to an accurate, mostly complete, acceptable conclusion that is relative to the initial investigative statement.</p>	<p>The coherent integration of all steps of the investigation lead to an accurate, mostly complete, relevant conclusion that is relative to the initial investigative statement.</p>	<p>The coherent integration of all steps of the investigation lead to an accurate, complete, relevant conclusion that is relative to the initial investigative statement.</p>