North Carolina State University  
Department of Economics  
Spring 2015 EC 202 (LAB)

EC 202 Principles of Macroeconomics (LAB)  
SYLLABUS

MEETING TIME & LOCATION

EC202 201-LAB(8557): Friday 08:05AM-08:55AM, 4210 Nelson Hall  
EC202 203-LAB(8559): Friday 09:10PM-10:00AM, 1140 Nelson Hall  
EC202 205-LAB(8561): Friday 10:15PM-11:05AM, 2406 Nelson Hall

Teaching Assistant

Haoshi Yang  
Office: 3337 Nelson Hall  
E-mail: hyang10@ncsu.edu  
Office Hours: Wednesday 1-3pm, or by appointment

CLASS WEBSITE

Moodle  
https://wolfware.ncsu.edu/

Sign in to your Moodle account by entering your Student ID and password.  
Problem sets and quizzes will be taken online and other course related  
materials are also available on Moodle through MindTap (which you will need to purchase).

CHECKING EMAIL

Please check your email on a regular basis. It is the responsibility of the student to check for incoming course related messages AT LEAST three times a week.

Unless students receive advance notification, the instructor will check his email Monday - Friday. If a student sends a comment or question, the student will receive a response within 36 hours.

COURSE DESCRIPTION

This lab is the companion to Dr. Craig’s EC 202 class. Lab will meet once a week and we will discuss economics topics that are consistent with the materials introduced during Dr. Craig’s lectures. Enrollment in an EC 202 lab section is mandatory.

GRADING

Your final lab grade counts as 25% of your EC 202 grade. This lab grade will consist of problem set and quiz scores, and the attendance. Problem sets and quizzes will be taken online using Moodle. There are in total 25 points as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem sets</td>
<td>2*5=10</td>
</tr>
<tr>
<td>Quizzes</td>
<td>2.5*4=10</td>
</tr>
<tr>
<td>Attendance</td>
<td>5</td>
</tr>
<tr>
<td>Extra Credit</td>
<td>0</td>
</tr>
</tbody>
</table>

NCSU, Department of Economics, Spring 2015  
EC 202 (LAB), Haoshi Yang, hyang10@ncsu.edu
(1) Attendance is required and a sign-in sheet will be passed around each class. Students will not be penalized for documented excusable absences according to the NCSU Attendance Policy. Students will also be allowed one unexcused absence; each unexcused absence beyond the one allowed will subtract 1/3 point from the total lab grade.

(2) There will be 6 problem sets; 10 or 15 multiple-choice questions in each. The lowest problem set score will be dropped.

(3) There will be 5 quizzes; 10 or 15 multiple-choice questions in each. The lowest quiz score will be dropped.

(4) Makeups of quizzes and problem sets will be allowed only in the event of appropriately documented excusable absence.

(5) There are no avenues for “extra credit”; therefore all effort must be focused on the course components described here.

(6) Disruptive behavior can also result in points off your lab grade. Please arrive on time and do not leave before class has ended. Put away cell phones, and do not hold conversations during class. Laptops are allowed, but not recommended.

(7) The lab instructor reserves the right to curve lab grades at the end of the semester.

ACADEMIC INTEGRITY

I will assume you are aware of the NC State Policy on academic integrity. Unless I explicitly state otherwise, all work submitted in the course is to be your own work. If you are unaware of the academic integrity policy, you should consult the University's policy statement at http://studentconduct.ncsu.edu/academic-integrity-an-overview

IMPORTANT DATES

Monday, January 19: Holiday, no class
Wednesday, February 18: Course Examination 1
March 9 and March 11: Spring Break Week, no class
Monday, March 30: Course Examination 2
Friday, April 3: Holiday, no lab
Wednesday, April 29, 8-11 AM: Final Examination

<table>
<thead>
<tr>
<th>Problem Sets</th>
<th>Start Date</th>
<th>End Date</th>
<th>Coverage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem Set 1</td>
<td>2014.01.09, Fri</td>
<td>2014.01.16, Fri</td>
<td>Ch4</td>
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<tr>
<td>Problem Set 2</td>
<td>2014.01.16, Fri</td>
<td>2014.01.30, Fri</td>
<td>Ch7, Ch8</td>
</tr>
<tr>
<td>Problem Set 3</td>
<td>2014.01.30, Fri</td>
<td>2014.02.16, Mon</td>
<td>Ch15, Ch16</td>
</tr>
<tr>
<td>Problem Set 4</td>
<td>2014.02.27, Fri</td>
<td>2014.03.06, Fri</td>
<td>Ch17</td>
</tr>
<tr>
<td>Problem Set 5</td>
<td>2014.03.06, Fri</td>
<td>2014.03.27, Fri</td>
<td>Ch19, Ch19</td>
</tr>
<tr>
<td>Problem Set 6</td>
<td>2014.04.10, Fri</td>
<td>2014.04.17, Fri</td>
<td>Ch21</td>
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<table>
<thead>
<tr>
<th>Quizzes</th>
<th>Start Date</th>
<th>End Date</th>
<th>Coverage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz 1</td>
<td>2014.01.19, Mon</td>
<td>2014.01.23, Fri</td>
<td>Ch4, Ch6</td>
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<tr>
<td>Quiz 2</td>
<td>2014.02.02, Mon</td>
<td>2014.02.06, Fri</td>
<td>Ch7, Ch8</td>
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<tr>
<td>Quiz 3</td>
<td>2014.03.16, Mon</td>
<td>2014.03.20, Fri</td>
<td>Ch17</td>
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<tr>
<td>Quiz 4</td>
<td>2014.04.13, Mon</td>
<td>2014.04.17, Fri</td>
<td>Ch21</td>
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<tr>
<td>Quiz 5</td>
<td>2014.04.20, Mon</td>
<td>2014.04.24, Fri</td>
<td>Ch22</td>
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TEACHING PHILOSOPHY

[Note. In this section, I am using materials from the syllabus of EC 302, by Dr. John J. Seater. I want to thank Dr. Seater for granting me the permission.]

"My teaching philosophy can be summarized, perhaps a little too cryptically, by the following remark:

'The interested student will find a way to learn.' [An Italian school teacher, unfortunately anonymous.]

There is a fundamental confusion in American society over who is responsible for a student's learning a subject. It is not the teacher; it is the student. Almost no one can learn a technical subject such as economics by merely sitting back and listening to a professor talk or by playing entertaining games in class. Hard work is required. You must spend much time outside class studying your lecture notes, reading the textbook, doing exercises, and thinking about what everything means. The consolation is that if you work hard, you will learn, even if you consider me a terrible teacher.

I teach in the traditional lecture format, in which I explain the material and you listen and ask questions. You then go back to your dorm room and study. This university is very enamored of recent teaching fads, called “active learning.” In my opinion, those methods are mostly rubbish that confuse feeling good with learning something. My commitment as the professor is to the subject. My job is to choose the relevant material and present it to you in a coherent way. It is not my job to find ways to make the subject interesting to you. I am a social scientist, not an entertainer. Your commitment as the student is to studying. Your job is to learn the subject matter of the course. You are students, not merely an audience seeking diversions to pass the time.
"