ECONOMICS
COLORADO STATE UNIVERSITY

ECON 101-002: Economics of Social Issues

Course Section and Location
- *Lecture* meets three times per week on Monday, Wednesday, and Friday, 12:00PM – 12:50PM in WAGAR 232

Teaching Team

Instructor: **Kendall Stephenson**

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Monday, 2:30PM-3:30PM

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Office: Clark C322
Office Hours: Thursday, 12:30PM-1:30PM

Course Materials
There are zero (0) required texts for this course. Instead, we will use a variety of academic articles, news publications, multimedia materials, and open source content. One textbook we will occasionally access is:

(1) *The Economy*, written by the CORE team.
   a. Read the ebook **for free** in a web browser at www.core-econ.org
   b. Download the free app "The Economy by CORE" (produced by Fire and Lion) to read the ebook on your phone or tablet.

Class Websites
Canvas: https://canvas.colostate.edu/
- Canvas will serve as our primary website. Here, you will find course material and announcements of important information.
- Login using your Colorado State University eID and password
- Note: **all email correspondence will be through your CSU email address**. I do not have Canvas notifications sent to my email or phone, so when reaching out to me, please use my email (kendall.stephenson@colostate.edu) only, and **always specify your full name, course, and section in our correspondence**.

Prerequisites
None.

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GT Pathways

The Colorado Commission on Higher Education has approved ECON 101 for inclusion in the Guaranteed Transfer (GT) Pathways program in the Social & Behavioral Sciences 3C, Economic or Political Systems (GT-SS1) category. For transferring students, successful completion with a minimum C– grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to https://cdhe.colorado.gov/students/attending-college/credit-transfer/guaranteed-transfer-gt-pathways-general-education

Pursuant to this certification, students will learn, in this class, to:
a.   Demonstrate knowledge of economic or political systems.
b.   Use the social sciences to analyze and interpret issues.
c.   Explain diverse perspectives and groups.

Furthermore, students in this course have the following *Civic Engagement, Critical Thinking, Diversity & Global Learning, and Written/Oral Communication* student learning outcomes:

GT Pathways Core Student Learning Outcomes
Economic or Political Systems (GT-SS1)

Civic Engagement
1) Civic Knowledge:
    a) Connect disciplinary knowledge to civic engagement through one's own participation in civic life, politics, and/or government.
Critical Thinking
2) Explain an Issue:
    a) Use information to describe a problem or issue and/or articulate a question related to the topic.
3) Utilize Context:
    a) Evaluate the relevance of context when presenting a position.
    b) Identify assumptions.
    c) Analyze one's own and others' assumptions.
4) Understand Implications and Make Conclusions:
    a) Establish a conclusion that is tied to the range of information presented.
    b) Reflect on implications and consequences of stated conclusion.
Diversity & Global Learning
5) Build Self-Awareness:
    a) Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures.
6) Examine Perspectives:
    a) Examine diverse perspectives when investigating social and behavioral topics within natural or human systems.
Written/Oral Communication
7) Develop Content and Message
    a) Create and develop ideas within the context of the situation and the assigned task(s).
8) Use Sources and Evidence
    a) Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.
9) Use language appropriate to the audience

Course Description

This course provides a critical introduction to the study of economics. Students will learn the tools and concepts necessary to study real world problems. The course is split into four major sections. The first three sections will broadly cover three markets every human comes into contact with in their lifetimes: the market for goods and services, the market for labor, and the market for credit. The final section of the course will explore specific topics chosen by the class for which economic theory can guide our understanding. Students will walk away better equipped with the knowledge needed to analyze contemporary economic and social policies.

Course Objectives

Upon completion of the course, you should be able to:
- describe economy-wide phenomena such as inequality, economic growth and decline;
- analyze trends in labor markets, prices, and credit;
- evaluate public policies in an informed and objective manner;
- understand the determinants and consequences of certain economic and social issues; and
- further your analytical, research and writing skills.

Coursework

There are 1050 points available in the course with final grades calculated out of 1000 points. This will allow you some leeway should some assignments not go as planned. All coursework can be divided into six categories: Weekly Graphical Literacy Responses (15), Weekly Group Discussion Posts (15), Content Quizzes (4), a Writing Assignment (1), and a Self/Group Evaluation (1).

1. Weekly Graphical Literacy Responses (GLR)

Each week, there will be one handout pertaining to the week's content presented. Students will be required to respond to the prompts given on that handout. Generally, such responses will require an explanation of a data visualization pertaining to the topic of the week. **Each GLR will be worth 15 points and is due in class, the same day it is handed out.** Your highest 12 scores (out of 15) will count towards your grade (i.e., your lowest three scores will be dropped).

2. Weekly Group Discussion Posts

There will be a group discussion requirement for most of the modules in this course. The discussion will occur in class, and the group (assigned at the beginning of the semester) will work together to produce an answer/position/critical examination of the prompt. Like the Graphical Literacy Responses, **Group Discussion Posts are worth 15 points and will due in class.** Many of the topics discussed are politically charged, which is good. The university is one of the last remaining institutions where people who disagree with one another actually sit in the same room and discuss their disagreements. As with all interactions in the course, we will maintain a polite and respectful environment. Nonetheless, offensive or disrespectful behavior will result in a grade of a zero. Your highest 12 scores (out of 15) will count towards your grade (i.e., your lowest three scores will be dropped).

3. Self/Group Evaluation

At the end of the semester, students will have the opportunity to evaluate their own performance in group-related work. They will also have the opportunity to evaluate each of the members of their group.

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4. Writing Assignment

There will be one writing assignment requiring you to respond to a provided topic centered on critical thinking, interpretation and good argument support using data. This writing assignment will require multiple phases and will be worked on continuously throughout the semester.

5. Content Quizzes

There are four content quizzes delivered through Canvas. Each quiz will not be cumulative and will cover material for the most recent modules of the course. These quizzes will be a combination of multiple choice and short response questions. See class schedule for content quiz dates.

6. Participation (extra credit)

There will be 50 points of participation credit available (= 5% of the course grade). 40 participation points will be determined through iClicker questions during lecture. These points will require that you to have access to iClicker cloud during class and cannot be made up under any circumstances. 10 participation points will be awarded to everyone in the class if 80% of the whole class completes the course survey near the end of the semester.

Grading Schedule

Assignment	Points per Assignment	Frequency	Total Points	Percent of Total Grade
Content Quizzes	85	4	340	32%
Writing Assignment	200	1	200	19%
In-Class Graphical Literacy Responses	15	15	180	17%
In-Class Group Discussions	15	15	180	17%
Self/Group Evaluation	100	1	100	10%
Extra credit (participation)	50	-	50	0%
TOTAL			**1,050**	**100%**

Letter Grades

Each number below represents the minimum point threshold necessary to achieve the following letter grade:

980 pts. – 1000 pts.	A+
920 pts. – 979 pts.	A
900 pts. – 919 pts.	A-
880 pts. – 899 pts.	B+
820 pts. – 879 pts.	B
800 pts. – 819 pts.	B-
780 pts. – 799 pts.	C+
700 pts. – 779 pts.	C
600 pts. – 699 pts.	D
000 pts. – 599 pts.	F

This class does use +/- grading.

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These point thresholds are non-negotiable and no "bumps" will be awarded. With 1050 points available, but the class being graded out of 1000 points, there will be no curving, additional extra credit, rounding, or similar grade changes at the end of the semester, *even if you are a fraction of a point away.*

Total Course Time Estimates
The expectations for homework or other work outside of instructional time equivalent to the federal credit hour definition of 2 hours of outside work for each contact hour:

Attend lecture and recitation	3 hours
Read/listen/watch required material	1 hour
Writing assignment	1 hour
Prepare for content quizzes	1 hour
Personal reading/study	3 hours
Total Hours per week:	9 hours

Make-ups, Missing Assignments, and Regrades
No makeup GLRs, group discussion posts, content quizzes, papers, or participation point activities will be allowed. The only exceptions are for *content quizzes and papers* in cases of documented medical emergencies or conflicts with University sanctioned activities and generally these need to be made up prior to the actual deadline, with rare exception. Any regrade requests must be made to your TA (not instructor), within one week of the grade being posted on Canvas. We reserve the right to regrade the entire assignment when requests are made.

Academic Integrity
We take academic integrity seriously. At minimum, academic integrity means that no one will use another's work as their own. The CSU writing center defines plagiarism this way:

"Plagiarism is the unauthorized or unacknowledged use of another person's academic or scholarly work. Done on purpose, it is cheating. Done accidentally, it is no less serious. Regardless of how it occurs, plagiarism is a theft of intellectual property and a violation of an ironclad rule demanding credit be given where credit is due."
—Writing Guides: Understanding Plagiarism.
http://writing.colostate.edu/guides/researchsources/understandingplagiarism

Academic Dishonesty could result in expulsion from the university. This course will adhere to the CSU Academic Integrity **Policies and Guiding Principles** as found in the General Catalog and the **Student Conduct Code**. At a minimum, violations will result in a grading penalty in this course and a report to the Office of Student Resolution Center. Of course, academic integrity means more than just avoiding plagiarism and cheating. It also involves doing your own reading and studying. Academic integrity lies at the core of our common goal: to create an intellectually honest and rigorous community. Each exam and assignment you submit, you may be required to write and sign the CSU student honor pledge:

"I have not given, received, or used any unauthorized assistance."

Department Statement on Copyright
The use of online "homework helper" sites including, but not limited to, Chegg, NoteHall, Quizlet and Koofers is not permitted in this course. Please do not share material from this course in online, print or other media. Course material is the property of the instructor who developed the course. Materials authored by third parties and used in the course are also subject to copyright protections. Posting course materials on external sites

(commercial or not) violates both copyright law and the CSU Student Conduct Code. Students who share course content without the instructor's express permission, including with online sites that post materials to sell to other students, could face disciplinary or legal action.

Classroom Conduct

Students are required to act respectfully in the classroom at all times, any disruptive behavior that inhibits fellow-student learning will not be permitted and will constitute a one day removal from lecture/recitation; a second offense will require a formal meeting with the student, instructor, and TA. Such behavior includes holding conversations during lecture/recitation, any unauthorized cell phone, laptop, or tablet use, or other behavior which detracts from the class.

Accommodations and Tutoring Options

All students are *highly* encouraged to take advantage of these extremely beneficial and costless resources.

- **Resources for Disabled Students:** Students with disabilities or chronic health condition may be eligible for accommodations in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. It is the student's responsibility to disclose any learning disabilities. Please contact the instructor if a special accommodation is required. To request accommodations, students should contact the Student Disability Center (https://disabilitycenter.colostate.edu/)
- **Writing Center:** Help with written assignments can be found at the Writing Center (http://writingcenter.colostate.edu).
- **Tutoring**: Tutoring will begin the third week of the semester. Tutoring hours are from 10am - 4pm Monday through Friday. The Econ Tutor Center is located at Clark C322 and you do not need appointments, just walk-in! Please contact Jackie Young jackie.young@colostate.edu if you have any questions or concerns.

Early Performance Feedback (EPF) Program

This course participates in the Early Performance Feedback (EPF) program. New students often aren't used to the university environment and expectations. They may misinterpret or miss important, even basic, cues about their performance early in their campus and classroom experience with the result that they may fall irrevocably behind in their classes. We know that feedback is an essential mechanism in the adjustment process. The Early Performance Feedback (EPF) program aims to:

- Increase the level of feedback on academic performance for (particularly) first-year students.
- Powerfully communicate to students that early effort and performance matter.
- Connect students proactively to relevant academic support resources.
- Identify students early who may be encountering severe difficulties that require more intensive intervention.

Around Week 4, your instructor will determine whether you are meeting expectations in this class thus far. This will be reflected in a "Y" or "N" indicator in Canvas at that time. Students who are not meeting expectations by week 5 of the semester will be contacted by the EPF team and invited to take advantage of resources on campus to help them turn things around, for example through a program called U-Turn. For more information, see: http://earlyperformance.colostate.edu/

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Undocumented Student Support:

Any CSU student who faces challenges or hardships due to their legal status in the United States and believes that it may impact their academic performance in this course is encouraged to visit Student Support Services for Undocumented, DACA & ASSET for resources and support.

Additionally, and only if you feel comfortable, please notify your instructor so they may pass along any additional resources they may possess.

Policy on the use of generative artificial intelligence tools

Using an AI-content generator such as ChatGPT to complete assignment without proper attribution violates academic integrity. By submitting assignments in this class, you pledge to affirm that they are your own work and you attribute use of any tools and sources.

Learning to use AI responsibly and ethically is an important skill in todays society. Be aware of the limits of conversational, generative AI tools such as ChatGPT.

- Quality of your prompts: The quality of its output directly correlates to the quality of your input. Master "prompt engineering" by refining your prompts in order to get good outcomes.
- Fact-check all of the AI outputs. Assume it is wrong unless you cross-check the claims with reliable sources. Currently AI models will confidently reassert factual errors. You will be responsible for any errors or omissions, including "hallucinations").
- Full disclosure: Like any other tool, the use of AI should be acknowledged. At the end of your assignment, write a short paragraph to explain which AI tool and how you used it, if applicable. Include the prompts you used to get the results. Failure to do so is in violation of academic integrity policies.

Here are approved uses of AI in this course. You can take advantage of a generative AI to:

- Fine tune your research questions
- Brainstorm and fine tune your ideas; use AI to draft an outline to clarify your thoughts
- Check grammar, rigor, and style; help you find an expression

The purpose of written assignments (including Discussion Posts and Writing Assignments) in this course is for you to demonstrate your writing and critical thinking skills while providing you with opportunities to grow as a communicator, thinker, and scholar. Writing skills, along with the course concepts you learn while writing, will help you develop as a person and valued employee who will succeed in your future career(s).