Syllabus for [XXXnnn] [Course Name]

(Meeting Days/Times/Location)

## Instructor Contact

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*[List your Office Hours, preferred method of contact and your estimated response times. Examples:]*

Office Hours: Mondays and Wednesdays 1:00 p.m. to 3:30 p.m., and by appointment.

I prefer that students contact me via email. Please be sure to include course number in the subject line. I will make every effort to respond to your inquiry within 48 hours or earlier. If an issue is urgent, please indicate "urgent" within the subject line of the email and I will respond as soon as is practical.

I have an open-door policy and am in my office most days. However, if you are coming from off-campus, it is wise to call ahead except during formal office hours. Please do not hesitate to call me on my mobile phone.

I am also available to meet with you in Salmanson for lunch. We can meet individually, or feel free to arrange a time with a small group of your classmates

## Course Description

*[The course description should include the version found in the Bryant catalog (*[*https://catalog.bryant.edu/undergraduate/coursedescriptions/*](https://catalog.bryant.edu/undergraduate/coursedescriptions/)*). It should also emphasize the goals of the course and how they relate to the Degree Program or Major. Goals are statements of long-range, high-level cognitive skills that you want your students to achieve They align with your course objectives (below) but are not necessarily directly assessed. Example:]*

Do you want to know how the operational and financial activities of a business show up on the financial statements? Do you want to know how the components of a business are related operationally and financially? Do you want to know how to make optimal business decisions? Do you want to learn about techniques for improving business operations? Do you ever wonder how top executives of large MNCs are able to manage such large enterprises? Do you wonder what the appropriate technological tools are for recording business operations, and for analyzing them to facilitate insightful decisions? In this course, you will build on ACG 204, Principles of Financial Accounting by learning about how operations related to the production and service delivery processes are recorded and reported on the financial statements. You will learn about how business particularly, and organizations, generally, plan their operations for both the near and long term. You will learn skills such as employing the concept of opportunity cost, sunk cost, and marginal cost, that will allow you to more effectively decide whether to make a product in house or outsource, whether to discontinue a product, shut down a division, or pursue an investment option. In this course you will learn about tools for delegating and evaluating large, decentralized organizations in a comprehensive way that includes assessing the quality of operations, how well employees are managed as well as the financial management of divisions. Those tools are equally applicable to smaller organizations too. Finally, you will learn about how database systems are used to store business operational data and how analytical tools and spreadsheets are used to gain insights that can be used to improve operations. You will learn all these through hands-on, in-class practice, homework assignments and course projects.

## Prerequisites

*[List any prerequisites or co-requisites officially required (can be found in the catalog). You may also consider listing any suggested courses or unofficial requirements.]*

## Course Objectives

*[Course Objectives are measurable and observable learning outcomes that are general to the entire course. Unlike the Course Description, Objectives are course-range, low- to high-level cognitive, skills, and affective explicit, measurable & assessed. Courses in the College of Business should identify the alignment of the curse’s learning goals with the* [*AACSB Assurance of Learning*](http://www.aacsb.edu/accreditation/standards.asp)*. Refer to Bloom’s Taxonomy of Measurable Verbs to guide your design of Learning Objectives (see* <https://www.utica.edu/academic/Assessment/new/Blooms%20Taxonomy%20-%20Best.pdf>)*. Example:]*

By the end of the course, you will be able to:

* Identify and describe ....
* Prepare a plan …
* Evaluate …
* Have an understanding of…
* Demonstrate mastery of…
* Perform ….

## Course Structure

*[The below is an example of how you might describe the overall structure of the course, including details for individual modules or weeks.]*

The course materials are divided into weekly modules that can be accessed by clicking Course Modules on the left menu on Blackboard. A module will have several sections including an overview, content, readings, videos, discussions, and assignments. Most modules run for a period of seven (7) days, exceptions are noted on the Course Outline page. You should regularly check the Calendar and Announcements for assignment due dates.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Topic** | **Content** | **Assessment** | **Readings** |
| 1 | Introduction | What is this course about? | n/a |  |
| The nature of Mathematical Economics | Why is it important?  Mathematical economics versus nonmathematical economics  Mathematical models versus econometric models | Quiz 1 | Lecture Notes  Chiang Chapter 1 |
| From questions to Economic Models | What is a mathematical model?  Relations and functions  Functions of two or more independent variables  Log functions (chapter 10) | Quiz 2  Quiz 3  Homework 1 | Lecture Notes  Chiang Chapter 2 & 10 |
| 2 | Equilibrium Analysis | The meaning and importance of *equilibrium*  Partial market equilibrium – a linear supply & demand  Partial market equilibrium – a non-linear supply & demand model  General market equilibrium – two-commodity model  equilibrium in national income | Quiz 4  Quiz 5  Homework 2 | Lecture Notes  Chiang Chapter 3 |
| 3 | An introduction to Matrix Algebra | Why should you learn matrix algebra?  Matrices and vectors  Matrix operations  Special matrices: identify, transpose, inverse  Applications | Quiz 6  Quiz 7  Homework 3 | Lecture Notes  Chiang Chapter 4 |
| 4 | Comparative Statics | Why should you learn derivative?  The concept of derivative | Quiz 8 | Lecture Notes  Chapter 6 – select sections |
| Rules of Differentiation and their applications | Derivative rules  Applications to comparative-static analysis   * National income model * Input-output model | Quiz 9  Homework 4 | Lecture Notes  Chapter 7 – select sections |
| 5 | Comparative-Static Analysis of General-function models | Differentials and derivatives  Total differentials  Rules of differentials | Quiz 10  Quiz 11  Homework 5 | Lecture Notes  Chapter 8 |
| 6 | Introduction to Optimization | The role of optimization in economic modeling  Optimum values  Relative Maximum/Minimum: First derivative test  Second derivative  Applications | Quiz 12  Quiz 13  Homework 6 | Lecture Notes  Chapter 9 |
| 7 | Introduction to Optimization | Optimization with constraints  The Lagrange-multiplier method | Quiz 14  Quiz 15  Homework 7  Midterm Exam | Lecture Notes  Chapter 12 |
| 8 | Introduction to Statistics | What is the Part II of this course about?  Why is it important? | n/a | Lecture Notes |
| Learning to use Stata | Basic Stata commands and graphing tools | Quiz 16  Quiz 17  Homework 8 | Lecture Notes |
| 9 | How to use Data | Descriptive statistics  Frequency distribution and probability theory  Data: American Community Survey (ACS) and Current Population Survey (CPS) | Quiz 18  Quiz 19  Homework 9 | Wooldridge Appendix B |
| 10 | Random Variable & Probability Distribution | Discrete random variables  Mean and standard deviation  Continuous random variables  The normal and *t* distribution | Quiz 20  Quiz 21  Homework 10 | Wooldridge Chapter 1 Wooldridge Appendix B |
| 11 | Simple Regression: Theory and Estimation | Theory and estimation  Sampling theory in regression  Applications: the earnings function and the consumption function | Quiz 22  Quiz 23  Homework 11 | Wooldridge Chapter 2  Lecture Notes |
| 12 | Interval Estimation & Hypothesis Testing | Specification of hypotheses  The basic significant test  Tests for specific coefficient values  P-values | Quiz 24  Quiz 25  Homework 12 | Wooldridge Appendix C |
| 13 | Multiple Regression | Theory and Applications  Two explanatory variables: the earnings function  The general case  Logarithmic functional forms | Quiz 26  Quiz 27  Homework 13 | Wooldridge Chapter 4  Lecture Notes |
| 14 | Multiple Regression with Qualitative Information | Dummy variables  Polynomial specifications  Estimation  Specification questions  Applications | Quiz 28  Quiz 29  Quiz 30  Homework 14 | Wooldridge Chapter 4  Lecture Notes |
| 15 | Applied project and exam | Project Presentation and Discussion  Final Exam |  |  |

Final Exam times are published at: <http://my.bryant.edu/portal/registrar/exam-schedule.htm>. Also note the policy stated therein:

*“Students may be excused for a final exam time for religious observances required by their faith. According to University policy, students must provide a written request to reschedule a final to their course instructor, the chair of the relevant department, and to the dean of the college at least 30 days prior to the start of the examination period. The rescheduled exam will typically be held within 24 hours of the originally scheduled exam.”*

## Required Course Materials

### Required

*[List text here in American Psychological Association (APA) format. Example:]*

Dzurik, A. A. (2003). Water resources planning (3rd ed.). Lanham, MD: Rowman & Littlefield Publishers.

ISBN-10: 0742517446  
ISBN-13: 978-0742517448

Textbook information for this course is available online through the [Bryant bookstore website](http://www.bkstr.com/bryantstore/shop/textbooks-and-course-materials).

### Optional

*[List any optional texts here or omit the entire section. Example:]*

Additionally, any of the following texts or other texts that you may have from previous courses may be useful for this course if you find yourself struggling with specific skills:

* Sample
* Sample
* Sample

### Required Software

*[List any software students will be required to purchase here or remove the entire section. Example:]*

STATA: You are required to learn how to use **STATA,** an econometrics package. Bryant University provides access to STATA through the **Citrix Server**. Detailed instruction on how to access the Citrix Server and Stata is available under the tab Help & Support on Blackboard.

## Student Coursework Requirements

*[Provide a detailed list of student requirements. Example:]*

It is expected that each module will take approximately 7–10 hours per week to complete. Here is an approximate breakdown: reading the assigned sections of the texts (approximately 3–4 hours per week) as well as some outside reading, listening to the audio annotated slide presentations (approximately 2–3 hours per week), and writing assignments (approximately 2–3 hours per week).

This course will consist of four basic student requirements:

1. **Assignments** (30% of Final Grade Calculation)

Assignments will include a mix of qualitative assignments (e.g. literature reviews, model summaries), quantitative problem sets, and case study updates. Include a cover sheet with your name and assignment identifier. Also include your name and a page number indicator (i.e., page x of y) on each page of your submissions. Each problem should have the problem statement, assumptions, computations, and conclusions/discussion delineated. All Figures and Tables should be captioned and labeled appropriately.

All assignments are due according to the dates in the Calendar.

Late submissions will be reduced by one letter grade for each week late (no exceptions without prior coordination with the instructors).

If, after submitting a written assignment you are not satisfied with the grade received, you are encouraged to redo the assignment and resubmit it. If the resubmission results in a better grade, that grade will be substituted for the previous grade.

Qualitative assignments are evaluated by the following grading elements:

* 1. Each part of question is answered (20%)
  2. Writing quality and technical accuracy (30%) (Writing is expected to meet or exceed accepted graduate-level English and scholarship standards. That is, all assignments will be graded on grammar and style as well as content.)
  3. Rationale for answer is provided (20%)
  4. Examples are included to illustrate rationale (15%) (If you do not have direct experience related to a particular question, then you are to provide analogies versus examples.)
  5. Outside references are included (15%)

Qualitative assignments are graded as follows:

100–90 = A—All parts of question are addressed; Writing Quality/ Rationale/ Examples/ Outside References [rich in content; full of thought, insight, and analysis].

89–80 = B—All parts of the question are addressed; Writing Quality/ Rationale/ Examples/ Outside References [substantial information; thought, insight, and analysis has taken place].

79–70=C—Majority of parts of the question are addressed; Writing Quality/ Rationale/ Examples/ Outside References [generally competent; information is thin and commonplace].

<70=F—Some parts of the question are addressed; Writing Quality/ Rationale/ Examples/ Outside References [rudimentary and superficial; no analysis or insight displayed].

Quantitative assignments are evaluated by the following grading elements:

* 1. Each part of question is answered (20%)
  2. Assumptions are clearly stated (20%)
  3. Intermediate derivations and calculations are provided (25%)
  4. Answer is technically correct and is clearly indicated (25%)
  5. Answer precision and units are appropriate (10%)

Quantitative assignments are graded as follows:

100–90 = A—All parts of question are addressed; All assumptions are clearly stated; All intermediate derivations and calculations are provided; Answer is technically correct and is clearly indicated; Answer precision and units are appropriate.

89–80 = B—All parts of question are addressed; All assumptions are clearly stated; Some intermediate derivations and calculations are provided; Answer is technically correct and is indicated; Answer precision and units are appropriate.

79–70=C—Most parts of question are addressed; Assumptions are partially stated; Few intermediate derivations and calculations are provided; Answer is not technically correct but is indicated; Answer precision and units are indicated but inappropriate.

<70=F—Some parts of the question are addressed; Assumptions are not stated; Intermediate derivations and calculations are not provided; The answer is incorrect or missing; The answer precision and units are inappropriate or missing.

1. **Course (Team or Individual) Project** (30% of Final Grade Calculation)

A course project will be assigned several weeks into the course. The next-to-the-last week will be devoted to the course project.

The course project is evaluated by the following grading elements:

* 1. Student preparation and participation (as described in Course Project Description) (40%)
  2. Student technical understanding of the course project topic (as related to individual role that the student assumes and described in the Course Project Description) (20%)
  3. Team preparation and participation (as described in Course Project Description) (20%)
  4. Team technical understanding of the course project topic (as related to the Customer Team roles assumed by the students and the Seller Team roles assumed by the students and described in the Course Project Description) (20%)

Course Project is graded as follows:

100–90 = A—Student Preparation and Participation/ Team Preparation and Participation [individual/ team roles and responsibilities well defined and understood; individual/ team well versed in use of Adobe Connect; individual/ team work product(s) agreed to, well prepared and available to all team members/ instructors]; Student Understanding/ Team Understanding [rich in content; full of thought, insight, and analysis].

89–80 = B—Student Preparation and Participation/ Team Preparation and Participation [individual/ team roles and responsibilities well defined and understood; individual/ team well versed in use of Adobe Connect; individual/ team work product(s) agreed to and prepared]; Student Understanding/ Team Understanding [substantial information; thought, insight, and analysis has taken place].

79–70 = C—Student Preparation and Participation/ Team Preparation and Participation [individual/ team roles and responsibilities agreed to; individual/ team well versed in use of Adobe Connect; individual/ team work product(s) prepared]; Student Understanding/ Team Understanding [generally competent; information is thin and commonplace].

<70 = F—Student Preparation and Participation/ Team Preparation and Participation [individual/ team roles and responsibilities not well understood; individual/ team has difficult with use of Adobe Connect; individual/ team work product(s) partially prepared]; Student Understanding/ Team Understanding [rudimentary and superficial; no analysis or insight displayed].

1. **Exam[s]** (25% of Final Grade Calculation, combined from 10% for Midterm and 15% for Final)

The midterm exam will be available in Module 6 and the final exam will be available in the next-to-last Module. You will have one week to complete the exams and they will be due by 5PM exactly one week from their release. You may use the course text to complete the exams.

The exams are evaluated by the following grading elements:

* 1. Each part of question is answered (20%)
  2. Writing quality and technical accuracy (30%) (Writing is expected to meet or exceed accepted graduate-level English and scholarship standards. That is, all assignments will be graded on grammar and style as well as content.)
  3. Rationale for answer is provided (20%)
  4. Examples are included to illustrate rationale (15%) (If a student does not have direct experience related to a particular question, then the student is to provide analogies versus examples.)
  5. Outside references are included (15%)

Exams are graded as follows:

100–90 = A—All parts of question are addressed; Writing Quality/ Rationale/ Examples/ Outside References [rich in content; full of thought, insight, and analysis].

89–80 = B—All parts of the question are addressed; Writing Quality/ Rationale/ Examples/ Outside References [substantial information; thought, insight, and analysis has taken place].

79–70 = C—Majority of parts of the question are addressed; Writing Quality/ Rationale/ Examples/ Outside References [generally competent; information is thin and commonplace].

<70 = F—Some parts of the question are addressed; Writing Quality/ Rationale/ Examples/ Outside References [rudimentary and superficial; no analysis or insight displayed].

## Grading

*[Provide a detailed explanation of your grading policies. Example:]:*

Assignments are due according to the dates posted in your Blackboard course site. You may check these due dates in the Course Calendar or the Assignments in the corresponding modules. I/We will post grades one week after assignment due dates.

We generally do not directly grade spelling and grammar. However, egregious violations of the rules of the English language will be noted without comment. Consistently poor performance in either spelling or grammar is taken as an indication of poor written communication ability that may detract from your grade.

A grade of A indicates achievement of consistent excellence and distinction throughout the course—that is, conspicuous excellence in all aspects of assignments and discussion in every week.

A grade of B indicates work that meets all course requirements on a level appropriate for graduate academic work. These criteria apply to both undergraduates and graduate students taking the course.

Course letter grade will be given as follows.

A 93% and above 4.0 (Excellent)

A- Between 90% and 92.9% 3.7

B+ Between 86% and 89.9% 3.3

B Between 83% and 85.9% 3.0 (Good)

B- Between 80% and 82.9% 2.7

C+ Between 77% and 79.9% 2.3

C Between 74% and 76.9% 2.0 (Satisfactory)

C- Between 70% and 73.9% 1.7

F Below 70% 0

Final grades will be determined by the following weighting:

| **Item** | **% of Grade** |
| --- | --- |
| Class Participation | 15% |
| Assignments | 30% |
| Course Project | 30% |
| Exam[s] (Midterm + Final) | 25% (10% + 15%) |

## Tips for Success in This Course

*[Describe some of the strategies that students should adopt to do well in this course. These could include perspectives that previous students in this course have found useful. For example:]*

* Material in this course is cumulative and each week builds on concepts from previous weeks. If you fall behind by more than a week, it will be very difficult for you to catch up. Clarify any problems or questions the day or week they arise (through office hours, email, etc.) so that you are prepared for the next set of topics.
* I expect you to work independently on homework and assignments, unless these activities are explicitly assigned as group work. You may want to work with a partner or form a study group but only after you have completed the assigned work to the best of your ability. In all cases, the work you submit should be your own.
* You will not fare well on the final exam if you cram for it. The lectures, in-class discussions and activities, and the weekly assignments are designed so that, if you maintain a consistent effort throughout the term and don’t fall behind, the final exam should require little more preparation than a thorough review.

## Help & Support

You should refer to Help & Support on the left menu of the Blackboard course site for a listing of all the student services and support available.

## Policies and Guidelines

*[In this space, state course-specific policies and guidelines (e.g. attendance, participation, etiquette, late assignments, etc.). Do NOT revise or remove any sections of the syllabus that follow (i.e., Academic Integrity, Policy on Disability Services, etc.). For example: ]*

**Course Participation.** Students are expected to regularly participate in the course activities, both in-classroom and online. Participation includes in-class discussion, postings to the discussion board, timely submission of assignments, and interactions with other students in team-based assignments and projects.

**Course Etiquette.** Professional behavior is expected in all course activities, both in-class and online. e expected to use appropriate language and professional writing style as they participate in online discussion forums, address comments in papers, and communicate by e-mail. All communication is considered to be public information that is available to academic officials, course faculty, and often by other students, depending upon the nature of the communication.

## Academic Integrity

*As a reminder, all Bryant students have signed the Bryant University Pledge which includes a commitment to taking responsibility for their own actions and observing the highest standards of academic integrity. The following text is drawn from the* *[Bryant University Student Handbook](https://my.bryant.edu/resources/files/student_handbook_2018-19.pdf):*

### Academic Misconduct Policy (from [*Bryant University Student Handbook*](https://my.bryant.edu/resources/files/student_handbook_2018-19.pdf)*)*

A student’s education is the result of individual initiative and industry. A student indisposed to such an academic commitment will not gain an education at Bryant University. Each Bryant student, accordingly, understands that to submit work that is not his or her own is not only a transgression of University policy but a violation of personal integrity. A high standard of conduct in academic experiences is expected of each student.

The academic community, therefore, does not tolerate any form of “cheating” – the dishonest use of assistance in the preparation of outside or in-class assignments. Such violations, which include forms of plagiarism, are subject to disciplinary action.

To preserve its commitment to the high standards of intellectual and professional behavior, Bryant University rewards intellectual excellence and expects intellectual honesty. Academic dishonesty includes but is not limited to:

* plagiarism in any form;
* copying from another student’s examination, term paper, homework or lab report;
* intentionally missing an exam to gain an unfair advantage;
* submitting the same paper or report in more than one course without permission of the instructors;
* falsification or invention of data;
* unauthorized access to or the use of the computerized work of others;
* misappropriation of examination materials or information;
* giving illicit aid on exams, papers, or projects.

Lack of knowledge of the above is unacceptable as an excuse for dishonest efforts.

## Access Services

The Academic Center for Excellence staff offer services to students with learning disabilities and ADHD. Students are encouraged to submit documentation of their disability after their acceptance and decision to enroll at Bryant. It is the responsibility of students to schedule a meeting with the Assistant Director of Access Services to discuss their academic needs and request reasonable accommodations. See <https://my.bryant.edu/portal/academic-success-programs/access-services.htm> for up-to-date information.