



## 1. General Information

Course Subject	ECON
Course Number	1220
Course Title	Introductory Macroeconomics
Academic Years	2024-2025
Grading Method	Letter

## 2. Instructors

Dr LEUNG, Man Yee  
Office: Room 103 1/F K.K. Leung Building  
Email: myleung1@hku.hk  
Office: N/A  
Subclasses: 1A,2L

Dr CAO, Xiyue Cynthia  
Office: Room 407 4/F K.K. Leung Building  
Email: xcao@hku.hk  
Office: 3917 1539  
Subclasses: 1B,1C,1D,2H,2M,2O

Dr ZHANG, Yifei  
Office: Room 1332 13/F K.K. Leung Building  
Email: yifeizhang@hku.hk  
Office: 3910 3102  
Subclasses: 1E,1F,2N

Dr YUEN, Chi Wa  
Office: Room 305 9/F K.K. Leung Building  
Email: cwyuen@hku.hk  
Office: 3910 2310  
Subclasses: 2G,2J,2K

Dr MAI, Xiaoting  
Office: Room 103 1/F K.K. Leung Building  
Email: maixt@hku.hk  
Office: N/A  
Subclasses: 2I

## 4. Course Description

Course Description	This course is an introduction to macroeconomics—the study of business cycle fluctuations and long-run economic growth. The course will first introduce students to the measurement of major macroeconomic variables and the main issues in macroeconomics. It will then introduce students to models that study the trend of the economy in the long run and the cyclical ups and downs of the economy in the short run. Empirical evidence and the effects of fiscal and monetary policies will be discussed along the way.
Prerequisites	Although "Introductory Microeconomics" (ECON 1210) is not a prerequisite for this course, it is recommended to pass it prior to enrolling in this class, as this course will build upon some of the fundamental concepts introduced in "Introductory Microeconomics."

#### 4. Course Description

Free Elective	Yes
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#### 5. Course Objectives

1. To introduce the main issues, key concepts and variables in macroeconomics.
2. To provide coherent frameworks to understand macroeconomic issues and policies.
3. To help students develop the analytical skills necessary to study more advanced topics in macroeconomics.

#### 6. Faculty Learning Goals

Goal 1: Acquisition and internalization of knowledge of the programme discipline

Goal 2: Application and integration of knowledge

Goal 3: Inculcating professionalism

Goal 4: Developing global outlook

Goal 5: Mastering communication skills

Goal 6: Cultivating leadership

#### 7. Course Learning Outcomes

Course Teaching and Learning Activities	Aligned Faculty Learning Goals					
	1	2	3	4	5	6
CLO1. To understand fundamental concepts and measurement issues of macroeconomics	✓	✓				
CLO2. To understand fundamental theories of macroeconomics, and to develop necessary analytical skills	✓	✓				
CLO3. To identify local and global macroeconomic issues		✓		✓		
CLO4. To understand theories and practices of monetary and fiscal policies	✓	✓				

#### 8. Course Teaching and Learning Activities

Course Teaching and Learning Activities #	Expected Study Hours	Study Load (% of study)
T&L1. Lectures	36	30
T&L2. Tutorials	9	7.5
T&L3. Exercises	12	10
T&L4. Self Study	63	52.5
	Total: 120	Total: 100

## 9. Assessment Methods

Assessment Methods	Description	Weight %	Aligned Course Learning Outcomes
A1. Exercise, Attendance, Project and/or Other		20%	1,2,3,4
A2. Term Test(s)	Each of the Exercise, Term Test and Final Exam may involve Multiple Choice Questions, Short-Answer Questions or both. The relative weight of the two will be specified in each of the Exercise, Term Test and Final Exam.	30%	1,2,3,4
A3. Final Exam	Each of the Exercise, Term Test and Final Exam may involve Multiple Choice Questions, Short-Answer Questions or both. The relative weight of the two will be specified in each of the Exercise, Term Test and Final Exam.	50%	1,2,3,4

## Assessment Rubrics

A2. Term Test(s)	
A+,A,A-	(I) Multiple Choice Questions All or almost all of the answers are correct.(II) Short-Answer Questions For all or almost all of the questions, the student:(a) provides correct answer(s), and(b) analyzes in a clear and logical manner.
B+,B,B-	(I) Multiple Choice Questions Most of the answers are correct.(II) Short-Answer Questions For most of the questions, the student:(a) provides correct answer(s), and(b) analyzes in a clear and logical manner.
C+,C,C-	(I) Multiple Choice Questions A reasonable proportion of the answers are correct.(II) Short-Answer Questions For a reasonable proportion of the questions, the student:(a) provides correct answer(s), and(b) analyzes in a clear and logical manner.
D+,D	(I) Multiple Choice Questions A few of the answers are correct.(II) Short-Answer Questions For a few of the questions, the student:(a) provides correct answer(s), and(b) analyzes in a clear and logical manner.
F	(I) Multiple Choice Questions All or almost all of the answers are incorrect.(II) Short-Answer Questions For all or almost all of the questions, the student cannot:(a) provide correct answer(s), and(b) analyze in a clear and logical manner.
A3. Final Exam	
A+,A,A-	(I) Multiple Choice Questions All or almost all of the answers are correct.(II) Short-Answer Questions For all or almost all of the questions, the student:(a) provides correct answer(s), and(b) analyzes in a clear and logical manner.
B+,B,B-	(I) Multiple Choice Questions Most of the answers are correct.(II) Short-Answer Questions For most of the questions, the student:(a) provides correct answer(s), and(b) analyzes in a clear and logical manner.
C+,C,C-	(I) Multiple Choice Questions A reasonable proportion of the answers are correct.(II) Short-Answer Questions For a reasonable proportion of the questions, the student:(a) provides correct answer(s), and(b) analyzes in a clear and logical manner.
D+,D	(I) Multiple Choice Questions A few of the answers are correct.(II) Short-Answer Questions For a few of the questions, the student:(a) provides correct answer(s), and(b) analyzes in a clear and logical manner.
F	(I) Multiple Choice Questions All or almost all of the answers are incorrect.(II) Short-Answer Questions For all or almost all of the questions, the student cannot:(a) provide correct

## Assessment Rubrics

answer(s), and(b) analyze in a clear and logical manner.

## 10. Course Grade Descriptors

A+,A,A-	Strong evidence of superb ability to fulfill the intended learning outcomes of the course at all levels of learning: describe, apply, evaluate, and synthesize
B+,B,B-	Strong evidence of the ability to fulfill the intended learning outcomes of the course at all levels of learning: describe, apply, evaluate, and synthesize
C+,C,C-	Evidence of adequate ability to fulfill the intended learning outcomes of the course at low levels of learning such as describe and apply but not at high levels of learning such as to evaluate and synthesis
D+,D	Evidence of basic familiarity with the subject
F	Little evidence of basic familiarity with the subject

## 11. Course Content and Tentative Teaching Schedule

Topic/ Session	Content	Readings
1	Introduction	Chapter 1
2	Macroeconomics: Data and Issues	Chapters 8 - 10
3	The Economy in the Long Run	Chapter 11
4	The Economy in the Short Run	Chapters 12 - 13
5	Monetary and Fiscal Policy	Chapters 14 - 17
6	The International Economy (if time allows)	Chapters 18 - 19

## 12. Required/Recommended Readings & Online Materials

Textbook	<u>Required Textbook</u> <b>Title</b>	<b>Author</b>
	Macroeconomics 9E (US edition)	Glenn Hubbard; Anthony Patrick O'Brien

## 13. Means / Processes for Student feedback on Course

✓	Conducting mid-term survey in additional to SETL around the end of the semester
	Online response via Moodle site
	Others

## 14. Course Policy

### Term Test(s) and Final Examination

(1) No make-up will be provided for term test(s). Failure to attend the Term Test will result in a zero. In the event valid documentation (e.g., signed medical notes or police reports) is provided for legitimate reasons to the teacher or teaching assistant within 72 hours of the test, the term test(s)' weight will be allocated to the final exam.

(2) Students arriving late for term test(s) or final exam will not be granted additional time.

(3) The 2-hour final exam is cumulative and is comprised of 20% multiple-choice questions and 80% short-answer questions. It is closed book and closed notes (no formula sheets or cheat sheets allowed). Students are expected to bring their calculators to the exam, and only those approved by the Examinations Secretary are permitted for use during the exam.

### Late Exercises/Projects

Exercises or projects submitted after the deadline will receive a zero.

### Classroom Etiquette

Students who fail to adhere to basic classroom etiquette (e.g., chatting loudly during lectures) will be asked to leave the classroom.

### Academic Conduct

The University Regulations on academic dishonesty will be strictly enforced! Please check the University Statement on plagiarism on the web: <http://www.hku.hk/plagiarism/>

Academic dishonesty is behavior in which a deliberately fraudulent misrepresentation is employed in an attempt to gain undeserved intellectual credit, either for oneself or for another. It includes, but is not necessarily limited to, the following types of cases:

a. Plagiarism - The representation of someone else's ideas as if they are one's own. Where the arguments, data, designs, etc., of someone else are being used in a paper, report, oral presentation, or similar academic project, this fact must be made explicitly clear by citing the appropriate references. The references must fully indicate the extent to which any parts of the project are not one's own work. Paraphrasing of someone else's ideas is still using someone else's ideas, and must be **acknowledged**.

b. Unauthorized Collaboration on Out-of-Class Projects - The representation of work as solely one's own when in fact it is the result of a joint effort. Where a candidate for a degree or other award uses the work of another person or persons without due acknowledgement:

(1) The relevant Board of Examiners may impose a penalty in relation to the seriousness of the offence;

(2) The relevant Board of Examiners may report the candidate to the Senate, where there is prima facie evidence of an intention to deceive and where sanctions beyond those in (1) might be invoked.

## 15. Additional Course Information

### **Advice for students who have some training in Macroeconomics (e.g., HKALE/DSE in Economics)**

A fair amount of the course materials will overlap with the Economics Subject in HKALE/DSE (especially the materials covered in the first 3-4 week). However, this course puts more emphasis on helping students develop their analytical skills (especially the second half of the course). Thus, an excellent grade in Economics in HKALE/DSE does not guarantee a good grade in this course. In the past, there were students who did well in the HKALE/DSE in Economics but got a fairly poor grade in this course (or even failed) primarily because they underestimated the rigor of this course and rarely attended the lectures.