



## Teaching Guide

Identifying Data				2018/19
Subject (*)	Principles of Macroeconomics	Code	611G01005	
Study programme	Grao en Economía			
Descriptors				
Cycle	Period	Year	Type	Credits
Graduate	2nd four-month period	First	Basic training	6
Language	SpanishEnglish			
Teaching method	Face-to-face			
Prerequisites				
Department	Economía			
Coordinador	Lopez Rodriguez, Jesus	E-mail	jesus.lopez.rodriguez@udc.es	
Lecturers	Currais Nunes, Luis Claudio Lopez Rodriguez, Jesus	E-mail	luis.currais@udc.es jesus.lopez.rodriguez@udc.es	
Web				
General description	A macroecomia e unha materia fundamental nas titulacións do Grado en Economía. Por tratarse dunha materia que se imparte no primeiro curso, o nivel será introdutorio, se bien han de quedar ben fundamentados os conceptos e as interrelacións macroeconómicas básicas.			

## Study programme competences / results

Code	Study programme competences / results
A1	CE1- Contribuír á boa xestión da asignación de recursos tanto no ámbito privado como no público.
A2	CE2-Identificar e anticipar problemas económicos relevantes en relación coa asignación de recursos en xeral, tanto no ámbito privado como no público.
A3	CE3-Aportar racionalidade á análise e á descripción de calquera aspecto da realidade económica.
A4	CE4-Avaliar consecuencias e distintas alternativas de acción e seleccionar as mellores, dados os obxectivos.
A5	CE5-Emitir informes de asesoramento sobre situación concretas da economía (internacional, nacional ou rexional) ou de sectores da mesma.
A6	CE6-Redactar proxectos de xestión económica a nivel internacional, nacional ou rexional. Integrarse na xestión empresarial.
A7	CE7-Identificar as fontes de información económica relevante e o seu contido.
A8	CE8-Entender as institucións económicas como resultado e aplicación de representacións teóricas ou formais acerca de cómo funciona a economía.
A9	CE9-Derivar dos datos información relevante imposible de recoñecer por non profesionais.
A10	CE10-Usar habitualmente a tecnoloxía da información e as comunicación en todo a seu desempeño profesional.
A11	CE11Leer e comunicarse no ámbito profesional en máis dun idioma, en especial en inglés.
A12	CE12-Aplicar á análise dos problemas criterios profesionais baseados no manexo de instrumentos técnicos.
A13	CE13-Comunicarse con fluidez no seu contorno e traballar en equipo.
B1	CB1 - Que os estudantes demostren posuir e comprender coñecementos nun área de estudo que parte da base da educación secundaria xeral, e que soe encontrar nun nivel que, aínda que se apoia en libros de texto avanzados, inclúe tamén algúns aspectos que implican coñecementos procedentes da vangarda do seu campo de estudo.
B2	CB2 - Que os estudantes saiban aplicar os seus coñecementos ó seu traballo ou vocación dun xeito profesional e posúan as competencias que se demostran por medio da elaboración e defensa de argumentos e a resolución de problemas dentro da su entorna de traballo.
B3	CB3 - Que os estudantes teñan a capacidade de reunir e interpretar datos relevantes (normalmente dentro da su área de estudo) para emitir xuízos que inclúan unha reflexión sobre temas relevantes de índole social, científica ou ética
B4	CB4 - Que os estudantes poidan transmitir información, ideas, problemas e solucións a un público tanto especializado como non especializado
B5	CB5 - Que os estudantes desenvolvesen aquelas habilidades de aprendizaxe necesarias para emprender estudos posteriores cun alto grao de autonomía



B6	CG1- Que os estudantes formados se convertan en profesionais capaces de analizar, reflexionar e intervir sobre os diferentes elementos que constitúen un sistema económico
B7	CG2 - Que os estudantes coñezan o funcionamento e as consecuencias dos sistemas económicos, as distintas alternativas de asignación de recursos, acumulación de riqueza e distribución da renda e estean en condicións de contribuír ao seu bo funcionamento e mellora
B8	CG3 -Que os estudantes sexan capaces de identificar e anticipar os problemas económicos relevantes, identificar alternativas de resolución, seleccionar as máis axeitadas e avaliar os resultados aos que conduce.
B9	CG4 -Que os estudantes respecten os dereitos fundamentais e de igualdade de oportunidades, non discriminación e accesibilidade universal das persoas con minusvalidez.
C1	CT1-Expresarse correctamente, tanto de forma oral coma escrita, nas linguas oficiais da comunidade autónoma.
C4	CT2-Desenvolverse para o exercicio dunha cidadanía aberta, culta, crítica, comprometida, democrática e solidaria, capaz de analizar a realidade, diagnosticar problemas, formular e implantar solucións baseadas no coñecemento e orientadas ao ben común.
C5	CT3-Entender a importancia da cultura emprendedora e coñecer os medios ao alcance das persoas emprendedoras.
C6	CT4-Valorar criticamente o coñecemento, a tecnoloxía e a información dispoñible para resolver os problemas cos que deben enfrontarse.
C7	CT5-Asumir como profesional e cidadán a importancia da aprendizaxe ao longo da vida.
C8	CT6-Valorar a importancia que ten a investigación, a innovación e o desenvolvemento tecnolóxico no avance socioeconómico e cultural da sociedade.

Learning outcomes

Learning outcomes	Study programme competences / results		
To Understand the functioning of different markets: The market for money, the labor market, the goods market.	A1 A2 A7	B3	
To know the determination of equilibrium income in a closed without public sector economy.	A2 A3	B1 B5	C1
To know the role of the external sector and the role of the public sector and determine the balance in an open and public sector economic model.	A1 A2 A4	B2 B6	
To know the formulation and the effects of the economic policies of demand: fiscal and monetary. Knowing supply policies.	A3 A5 A6 A8 A9 A10 A11	B4 B8	C4 C5
To know the role of banks and central banks in funding the economic system.	A2 A3 A12	B7	C6 C7
To Know introductory theory of business cycles.	A8 A9 A13	B9	C8

Contents

Topic	Sub-topic
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1. The macroeconomic approach	<p>THE MACROECONOMIC APPROACH</p> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. The aggregate production</li> <li>3. The other key macroeconomic variables</li> </ol>
2. The market of goods and services. The IS curve	<p>The market of goods and services. The IS curve</p> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Components of GDP</li> <li>3. The demand for goods</li> <li>4. Investment demand and the interest rate</li> <li>5. Equilibrium in the goods market and the IS curve</li> </ol>
3. The Assets market. The LM curve	<p>The Assets market. The LM curve</p> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. The demand for money</li> <li>3. Money supply</li> <li>4. The balance in the money market and the LM curve</li> <li>5. Monetary policy and open market operations</li> </ol>
4. THE MODEL IS-LM	<p>THE MODEL IS-LM</p> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. The goods market and the IS relation</li> <li>3. Financial markets and the LM Relation</li> <li>4. The IS-LM</li> <li>5. Combination of economic policies</li> <li>6. Introduction of dynamics</li> </ol>
5. THE LABOR MARKET	<p>THE LABOR MARKET</p> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Overview of the labor market</li> <li>3. Changes in unemployment</li> <li>3. The determination of wages</li> <li>4. The pricing</li> <li>5. The natural rate of unemployment</li> </ol>
6. DEMAND AND AGGREGATE SUPPLY MACROECONOMIC	<p>DEMAND AND AGGREGATE SUPPLY MACROECONOMIC</p> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Aggregate supply: concept, graphic collection and slope</li> <li>3. Aggregate demand: concept, graphic collection and slope</li> <li>4. Production of balance short and medium term</li> <li>5. The effects of a monetary expansion</li> <li>6. A reduction of the public deficit</li> <li>7. Conclusions</li> </ol>

Planning				
Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	Student?s personal work hours	Total hours
Guest lecture / keynote speech	A2 A4 A5 A7 A8 A9 B2 B1 B5 B6 B7 B8 B9 C1 C3 C4 C5 C7	17	34	51



Problem solving	A3 A4 A10 B3 B4 C6 C8	25	25	50
Mixed objective/subjective test	A1 A6 A11 A12 A13	5	29	34
Personalized attention		15	0	15

(\*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies	
Methodologies	Description
Guest lecture / keynote speech	The classroom teacher explains each of the themes of the program content. Use the waxed and technologies available. Students solve any doubts that it faces. At the end of each master class it opens a time of clarification, comments, etc.
Problem solving	Appropriate bibliography for each topic is recommended. As progress is made in resolving cases agenda in the methodology called troubleshooting is proposed.
Mixed objective/subjective test	The test is conducted in the official announcements of June and July. It is scored from 0 to 7 points, the student must obtain in this test at least 3 points to overcome this objective test. This test will consist of a battery of tests with multiple choice, being one of the correct answers. It may also include the issues of program development and / or test problems. In the case of test failures score subtracted.

Personalized attention	
Methodologies	Description
Guest lecture / keynote speech Problem solving Mixed objective/subjective test	Students can attend the teacher's office to answer questions about the contents, on the recommended reading on the performance of work in relation to current issues or topics that interest the student in the context of the subject Macroeconomics. You can also search for information on sources of economic data and basic operation of statistical programs. In this activity students personalized attention include the action of tutoring to small groups of students, established in four hours for each group of 15 students. This commitment is included in the 15 hours of personal attention that is given in section 4: Planning.  For students with part-time recognition of dedication and academic assistance waiver exemption will be agreed at the beginning of the course a specific timetable compatible with their dedication.

Assessment			
Methodologies	Competencies / Results	Description	Qualification
Guest lecture / keynote speech	A2 A4 A5 A7 A8 A9 B2 B1 B5 B6 B7 B8 B9 C1 C3 C4 C5 C7	Attendance at the keynote session will be evaluated according to the same interventions that show the degree of knowledge that the student acquires the matter explained. Attendance therefore only contribute to the note obtained depending on the answers to questions raised by the teacher or comments on the subject made by the student when, according to the professor, showing those answers, and those comments, an adequate command of the contents explained. This section exercises on the contents that may be carried out throughout the semester are included.	15



Problem solving	A3 A4 A10 B3 B4 C6 C8	The resolution of the cases raised in the classroom and discussed in the presence of other students, using the blackboard, projector, etc. The work led by the teacher, they were presented and defended by the students in the classroom are included in this section. The maximum rating that can be given to the student by solving problems and activities section maxistral session is 3 points. Tests carried out during the term may also contain problems. The test scores to be proposed during the semester will not be releasing nature of the subject, but the score (maximum 3 points) will join the final exam.	15
Mixed objective/subjective test	A1 A6 A11 A12 A13	The test will be in the June and July extraordinary. The score is between 0 and 7 points. To pass the test will need to get at least 3 points on it. The course will be overcome in the opportunity June or July if the sum of the ratings of maxistral session, troubleshooting and objective test is 5 points or more. Such review may consist of a battery of tests with multiple answers, being only one correct. Faults are penalized. The review may also contain development issues or solving proposed problems.	70

### Assessment comments

Grading students that cannot attend the subject

Students will be grade with "no presentado" when they take part in evaluation activities that have a weighting lower than 20 % of the final grade , regardless of the gradigqualification achieved.

Second opportunity and advanced call

The evaluation criteria are the same for all assessment opportunities.

Students with recognition of part-time dedication and academic assistance waiver exemption

Except for the dates approved by the Faculty Board for the mixed tests, for the remaining tests will be agreed at the beginning of the course a specific timetable compatible with their dedication.

Student Identification

The student has to prove his status in accordance with current regulations.

### Sources of information



<p><b>Basic</b></p>	<ul style="list-style-type: none"> <li>- BAJO, O. Y M.A. MONÉS (1994). CURSO DE MACROECONOMÍA. A. BOSCH</li> <li>- BELZUNEGUI ORMAZABAL, B., CABRERIZO DE MIGUEL, J., PADILLA GIMENO, R. Y VALERO PERANDONES, I. (2013). MACROECONOMIA. PROBLEMAS Y EJERCICIOS RESUELTOS. PEARSON</li> <li>- BLANCHARD O. (2006). MACROECONOMÍA 4ª edc.. PEARSON PRENTICE HALL</li> <li>- BLANCHARD O., AMIGHINI A. Y GIAVAZZI, F. (2013). MACROECONOMICS. A EUROPEAN PERSPECTIVE. PEARSON</li> <li>- BLANCHARD O., AMIGHINI A. Y GIAVAZZI, F. (2012). MACROECONOMICS 5 EDICION. PEARSON</li> <li>- DORNBUSCH, R. Y S. FISCHER (varias ediciones). MACROECONOMÍA. MCGRAW-HILL</li> <li>- DORNBUSCH, R. FISCHER, S. Y STARTZ, R. (2004). MACROECONOMIA 9ª EDICION . MCGRAW-HILL/INTERAMERICANA DE ESPAÑA,S.A.U</li> <li>- ESCRIBA, F. J. Y OTROS (1995). INTRODUCCIÓN PRÁCTICA A LA ECONOMÍA. MC GRAW HILL</li> <li>- JONES, CHARLES I. (2014). MACROECONOMICS 4TH EDITION. W.W. NORTON &amp; COMPANY, INC.</li> <li>- MANKIW GREGORY N. (2016). MACROECONOMICS 9TH EDITION. WORTH PUBLISHERS</li> <li>- MOCHÓN MORCILLO, F. (2008). INTRODUCCIÓN A LA MACROECONOMÍA (3ª). MADRID. MCGRAW HILL</li> <li>- MOCHÓN MORCILLO, F. (2008). INTRODUCCIÓN A LA MACROECONOMÍA EJERCICIOS 3ª EDICIÓN. MADRID. EDESA</li> <li>- MOCHÓN MORCILLO, F. Y DE JUAN DÍAZ, R. (2006). PRINCIPIOS DE MACROECONOMÍA. EJERCICIOS. EDICIONES ACADÉMICAS</li> <li>- MOCHÓN MORCILLO, F. Y VICTOR ALBERTO BEKER (2008). ECONOMIA. PRINCIPIOS Y APLICACIONES. MC GRAW HILL</li> <li>- PATEIRO RODRÍGUEZ, C. (1994). CONTESTACIÓN AL PROGRAMA DE MACROECONOMÍA. TÓRCULO</li> <li>- PATEIRO RODRÍGUEZ C. (2011). PROBLEMAS Y TEST DE PRINCIPIOS DE MACROECONOMÍA . EN TRÁMITE</li> <li>- RODRIGUEZ, J., F. MOCHÓN Y OTROS (1993). ELEMENTOS Y CUESTIONES DE T. ECONÓMICA. UNED</li> <li>- WYPLOSZ, C., BURDA, M. (1994). MACROECONOMIA: UN TEXTO EUROPEO . ARIEL ECONOMIA</li> </ul> <p>&lt;br /&gt;</p>
<p><b>Complementary</b></p>	

**Recommendations**

**Subjects that it is recommended to have taken before**

**Subjects that are recommended to be taken simultaneously**

**Subjects that continue the syllabus**

**Other comments**

The keynote sessions and problem solving: The student is recommended to assist the highest possible number of sessions. Continuous monitoring of the course are advised, clarifying any doubts that may arise in mentoring and in the classroom itself.

(\*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.