



Teaching Guide

Teaching Guide				
Identifying Data				2024/25
Subject (*)	Principles of Macroeconomics	Code	611G02005	
Study programme	Grao en Administración e Dirección de Empresas			
Descriptors				
Cycle	Period	Year	Type	Credits
Graduate	2nd four-month period	First	Basic training	6
Language	SpanishGalician			
Teaching method	Face-to-face			
Prerequisites				
Department	Economía			
Coordinador	Veiga Fernández, Luís Angel	E-mail	l.veiga@udc.es	
Lecturers	Couñago Garrido, Celia Nieto Mengotti, Manuel Vicente Pociña Sánchez, Brais Varela Candamio, Laura Veiga Fernández, Luís Angel	E-mail	c.counago@udc.es m.nieto1@udc.es brais.psanchez@udc.es laura.varela.candamio@udc.es l.veiga@udc.es	
Web				
General description	This subject shows a vision of the functioning of markets within the framework of Economic Theory. The economic methodology, basically macroeconomic, will be studied. The analysis will be developed using simple mathematical models and graphic support.			

Study programme competences / results

Code	Study programme competences / results
A4	Elaborate advisory reports on specific situations of companies and markets
A6	Identify the relevant sources of economic information and to interpret the content.
A7	Understand economic institutions as a result and application of theoretical or formal representations which explain the evolution of the economy.
A8	Derive, based on from basic information, relevant data unrecognizable by non-professionals.
A10	Read and communicate in a professional environment at a basic level in more than one language, particularly in English
A11	To analyze the problems of the firm based on management technical tools and professional criteria
A12	Communicate fluently in their environment and work by teams
B1	CB1-The students must demonstrate knowledge and understanding in a field of study that part of the basis of general secondary education, although it is supported by advanced textbooks, and also includes some aspects that imply knowledge of the forefront of their field of study
B2	CB2 - The students can apply their knowledge to their work or vocation in a professional way and have competences typically demonstrated by means of the elaboration and defense of arguments and solving problems within their area of work
B3	CB3- The students have the ability to gather and interpret relevant data (usually within their field of study) to issue evaluations that include reflection on relevant social, scientific or ethical
B4	CB4-Communicate information, ideas, problems and solutions to an audience both skilled and unskilled
B5	CB5-Develop skills needed to undertake further studies learning with a high degree of autonomy
B9	CG4-Learn to identify and anticipate opportunities, allocate resources, organize information, select and motivate people, make decisions under conditions of - uncertainty, achieve the proposed objectives and evaluate results
B10	CG5-Respect the fundamental and equal rights for men and women, promoting respect of human rights and the principles of equal opportunities, non-discrimination and universal accessibility for people with disabilities.
C1	Express correctly, both orally and in writing, in the official languages of the autonomous region
C4	To be trained for the exercise of citizenship open, educated, critical, committed, democratic, capable of analyzing reality and diagnose problems, formulate and implement knowledge-based solutions oriented to the common good
C5	Understand the importance of entrepreneurial culture and know the means and resources available to entrepreneurs
C6	Assess critically the knowledge, technology and information available to solve the problems and take valuable decisions



C7	Assume as professionals and citizens the importance of learning throughout life.
C8	Assess the importance of research, innovation and technological development in the economic and cultural progress of society.

Learning outcomes			
Learning outcomes	Study programme competences / results		
To value the importance of research, innovation and technological development in the socio-economic and cultural development of the society. To value in a critical way the knowledge, technology and information available to solve the main problems of society.		B5 B9 B10	C1 C4 C6 C8
To understand economic institutions as a result of applying theoretical or formal representations about the functioning of the economy	A4 A6 A7 A8	B1 B2	C5
To apply professional criteria based on the handling of technical instruments to the analysis of problems. To be able to communicate fluently in the environment and to teamwork.	A10 A11 A12	B3 B4	C7

Contents	
Topic	Sub-topic
UNIT 1. MACROECONOMIC VARIABLES AND NATIONAL ACCOUNTING.	UNIT 1. 1.1.-Macroeconomics and macroeconomic policy 1.2.- Gross National Product and Net National Product 1.3.- Gross Domestic Product 1.4.- Problems of measurement of national production 1.5.- Nominal production and real production 1.6.- Price indexes 1.7.- National Income, Personal Income, Available Income 1.8.- The Expenditure. The components of aggregate demand 1.9. Relevant Macroeconomic Identities
UNIT 2. EQUILIBRIUM INCOME	UNIT 2. 2.1. Balance production 2.2. The consumption function 2.2.1. Factors on which consumption depends 2.3. Other formulations of the consumption function 2.4. The saving function 2.5. Investment demand 2.6. The equilibrium income in a simple model 2.7. The equilibrium income in a model with the public sector 2.8. Equilibrium income stability



UNIT 3. THE MULTIPLIER ANALYSIS	UNIT 3 3.1. Effects of a shift of the saving function 3.1.1. Variation of the saving function 3.1.2. Investment variation 3.2. Introduction to the study of multipliers 3.2.1. The dynamic multiplier 3.2.2. The multiplier with fixed taxes 3.3. The balanced budget theorem 3.4. Deduction of multipliers considering taxes based on income 3.4.1. Increasing income taxes 3.4.2. Multiplier of a variation of the tax rate 3.5. The multiplier in an open economy.
UNIT 4. INVESTMENT DEMAND. THE IS CURVE	UNIT 4 4.1. The introduction of the interest rate 4.2. The decision to invest 4.3. Investing as a capital adjustment process 4.4. Equilibrium income and interest rate. The IS curve 4.4.1. The slope of the IS curve 4.4.2. The displacements of the IS curve
UNIT 5. THE MONEY MARKET	UNIT 5 5.1. The money supply 5.2. The demand for money 5.3. The balance in the money market 5.4. The process of expanding bank money 5.5. Balance income and interest rate in the asset market. The LM curve 5.6. Points to the left and right of the IS and LM curves 5.7. The monetary base 5.7.1. Relationship between the monetary base and money supply. The monetary multiplier 5.8. The demand for transactional money 5.9. Money circulation speed and money demand 5.10. Monetary policy and the liquidity trap 5.11. Eurosystem interest rates
UNIT 6. THE AGGREGATE DEMAND CURVE	UNIT 6 6.1. The aggregate demand curve 6.1.1. The graphical representation of the aggregate demand curve 6.1.2. Shifts in the aggregate demand curve 6.2. Analytical explanation of the aggregate demand curve



UNIT 7. FISCAL POLICY AND MONETARY POLICY	<p>UNIT 7</p> <p>7.1. Introduction</p> <p>7.2. Fiscal policy</p> <p>7.2.1. An increase in public spending</p> <p>7.2.2. The multiplier of public spending</p> <p>7.2.3. A change in the tax rate</p> <p>7.2.4. The multiplier of a tax rate change</p> <p>7.2.5. The Balanced Budget Multiplier</p> <p>7.2.6. The effectiveness of fiscal policy</p> <p>7.3. Monetary policy</p> <p>7.3.1. Changes in the money supply</p> <p>7.3.2. The multiplier of money supply changes</p> <p>7.3.3. The effectiveness of monetary policy</p> <p>7.4. The effectiveness and certainty of fiscal and monetary policies</p> <p>7.5. The interaction of monetary and fiscal policy</p>
UNIT 8. THE LABOR MARKET AND THE AGGREGATE SUPPLY	<p>8.1. The fundamental assumptions of the classical model</p> <p>8.1. The differences between the classical model and the Keynesian model</p> <p>8.2. The production function. Total, average and marginal productivity.</p> <p>8.3. The demand for neoclassical labor.</p> <p>8.4. The neoclassical labor offer</p> <p>8.5. The Complete Classic Model</p> <p>8.6. Aggregate supply in the classical economy. The aggregate supply curve (SA)</p> <p>8.7. Fiscal policy results in the classical model</p> <p>8.8. Results of monetary policy in the neoclassical model</p> <p>8.9. Monetary policy with wealth effect in the classic model.</p> <p>8.10. Supply policies in the classic model</p>

Planning				
Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	Student?s personal work hours	Total hours
Guest lecture / keynote speech	A8 A10 A11 A12 B1 B2 C5 C6 C7 C8	17	34	51
Objective test	A7 A8 A10 A11	5	29	34
Problem solving	A4 A6 A7 B3 B4 B5 B9 B10 C1 C4	25	25	50
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 activities of the course may include master classes, in addition to practical classes. Verbal, mathematical and graphic language will be used to explain the different subjects of the program. All the contents will be evaluated by means of objective tests on the dates established by the Faculty, in the first and the second opportunity, as in the advanced opportunity.
Objective test	The exams will be carried out in the official dates established by the Faculty, in the first and second opportunity, and in the advanced opportunity. The exam worths between 0 and 4 points of the final grade. Its necessary to obtain at least 2 points to pass the test. The exam may consist of a multiple choice test, with only one answer being correct. The incorrect questions will have penalization. Some of the tests may consist of problems, being the evaluation system of these tests the same as that of the other tests. The exam may also contain program development topics and/or problems proposals.



Problem solving	Problems and activities will be proposed to the students. They will be closely related to the topics explained in the master classes. Evaluations of explained topics may be proposed. These evaluations will not be liberating in any case. The scores reached by the students will be included on the 60% assigned to the continuous evaluation.
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Personalized attention

Methodologies	Description
Problem solving Guest lecture / keynote speech Objective test	<p>The Small Group Office hours as well as the individual ones will be preferably virtual.</p> <p>Personalized attention should be understood as continuous work. In this activity the tutorial action in small groups is included, at the rate of 4 hours for each group of 15 students. This activity is included in the 15 hours of personalized attention to the student that is included in section 4: Planning.</p> <p>Students with part-time dedication and academic exemption from attendance: the Moodle platform, Teams and e-mail will be used as the main communication tool for content management, tutoring and the delivery of works. A specific calendar of dates compatible with their dedication will be agreed at the beginning of the course. They will have the same obligation to carry out activities as full-time students.</p>

Assessment

Methodologies	Competencies / Results	Description	Qualification
Problem solving	A4 A6 A7 B3 B4 B5 B9 B10 C1 C4	The teacher will propose to the students activities that must be developed throughout the course. The teacher will use those activities, such as problem solving and presentation of results, exercises and works, appropriate for following the course. The solution and the exposition of the problems or works in the class, individually or together, and the solutions given to the proposed exercises will be evaluated. These activities can also be evaluated through questionnaires that will be periodically presented to the students. This exam may consist of a multiple choice test with only a correct answer. Some of the tests may consist of obtaining results of problems. Incorrect questions will have penalization. The number of questionnaires or test in the four-month period will be three. The qualifications obtained in these questionnaires are included in the 50% reserved for class activities. For students who have an academic exemption from class attendance, these questionnaires may be taken on dates and times different from those established for the rest of the students. The scores that they will reach will not under any circumstances be releasing the contents of the program.	50
Objective test	A7 A8 A10 A11	The test will be held on the dates established by the Faculty, corresponding to the final exams, both on the first opportunity and on the second, as well as on the advance opportunity in December. The maximum grade for this test will be 5 points. To pass the objective test, the student must achieve at least 2,5 points on the exam. The student will be considered approved in the subject as long as his total grade, sum of the objective test (at least 2,5 points) and the continuous evaluation, is 5 or more points. This exam may consist of a multiple choice test with only a correct answer. Some of the tests may consist of obtaining results of problems. Incorrect questions will have penalization. Literary, graphic and mathematical language is useful to adequately assess the knowledge acquired. For this reason, the objective test may also consist of questions about program development and/or problem solving. In this case, the grade will also be a maximum of 5 points, and it is necessary to achieve a minimum of 2,5 points to be added to the score obtained in the activities section.	50



Assessment comments

A) EVALUATION REGULATIONS:

1. Evaluation conditions: It is forbidden to access the exam room with any device that allows communication with the outside and / or storage of information.
2. Identification of the student: The student must bring and show his/her ID card or passport the day of the exam in accordance with current regulations.
3. Fraudulent conduct in tests or assessment activities, once verified, will directly involve the qualification of fail (grade "0") in the subject in the corresponding call, thus invalidating any rating obtained in all assessment activities for the extraordinary call: the student will be qualified with "fail" (in Spanish, "suspense")(numerical grade 0) in the corresponding call of the academic year, whether the commission of the offense it occurs on the first opportunity as on the second. Todo this, the grade will be modified in the first opportunity record, if necessary.

B) TYPES OF GRADINGS:

1. "No presentado" grading (students that did not show up): Corresponds to the student, when he only participates in evaluation activities that have a weighting of less than 20% on the final grading, regardless of the grading achieved.
2. Students with recognition of part-time dedication and academic exemption of waiver attendance: Except for the dates approved in the "Junta de Facultad" for the "mixed tests", for the remaining tests a specific timetable compatible with their dedication will be agreed at the beginning of the course.

C) GRADING OPPORTUNITIES:

1. First opportunity: The evaluation criteria will be applied in accordance with those established in the "Assessment" section.
2. Second opportunity: In accordance with Article 18, section 5, of the standards for the evaluation, review and claims of grades for bachelor's and master's degrees, the second opportunity must guarantee the possibility of passing the subject by the students, so it is advisable to modify the grading percentages with respect to the first opportunity. On the second opportunity, the grades achieved in the midterm activities, that is, "problem solving" (in Spanish, "evaluación continua") will be kept by the students (with a weight of 30%) but not the grade achieved in the objective test. Alternatively, and given that the final exam includes the recovery of contents evaluated during the course, 100% of the grade could be achieved, in the event, if this was higher than the result of applying the percentages of 30% and 70% mentioned above.
3. Advance opportunity: The evaluation conditions of the advanced call will be specific for this opportunity (Article 9 of the standards for the evaluation, review and claims of grades for bachelor's and master's degrees). This will be evaluated through a mixed test that will represent 100% of the final grade.

D) OTHER EVALUATION OBSERVATIONS:

1. Regarding "minimums" in the evaluation criteria

A minimum grade is not required in the part of the midterm activities (evaluación continua). In the objective test (final exam) it is necessary to obtain at least 50% of the grade to be able to pass the subject. This requirement will apply to both the first and second opportunities. In the set of the two parts (midterm activities + objective test) the student must obtain a minimum grade of 5 points to pass the subject but provided that in the objective test a minimum of 50% of the test grade is reached.

2. Compulsory class attendance

Class attendance is mandatory. A minimum class attendance of 80% is required to be evaluated.

3. Students with part-time dedication and/or academic exemption from attendance exemption

The evaluation criteria are the same for both the student enrolled full-time and in the case of those who have recognition of part-time dedication and/or academic exemption from attendance exemption.

GENERAL REMARKS

It is prohibited to access the exam room with any device that allows communication with the outside world and/or storage of information.

The student body will accredit their personality in accordance with current regulations.

The fraudulent completion of tests or evaluation of activities, once proven, will directly imply a "0" failure grade in the subject in the corresponding call, thus invalidating any grade obtained in all evaluation activities for the extraordinary call.

All aspects related to "academic dispensation", "dedication to study", "permanence" and "academic fraud" will be established in accordance with the current academic regulations of the UDC.

Sources of information



Basic	<ul style="list-style-type: none"> - PATEIRO RODRÍGUEZ, C., L.A. VEIGA, L. VARELA, F. BRUNA (2020). PRINCIPIOS DE MACROECONOMÍA. . REPROGRAFÍA NOROESTE, S.L. - PATEIRO RODRÍGUEZ, C., L.A. VEIGA, L. VARELA, F. BRUNA (2020). PRINCIPIOS DE MACROECONOMÍA. LIBRO DE PROBLEMAS, TEST Y EXÁMENES RESUELTOS. REPROGRAFÍA NOROESTE, S.L. - BLANCHARD, O (2017). MACROECONOMÍA. PEARSON - MOCHÓN MORCILLO, F. , DE JUAN (2009). INTRODUCCIÓN A LA MACROECONOMÍA. MCGRAW-HILL - MOCHÓN MORCILLO, F. , DE JUAN (2008). INTRODUCCIÓN A LA MACROECONOMÍA EJERCICIOS. EDESA - DORNBUSCH, R. Y S. FISCHER (VARIAS EDICIONES). MACROECONOMÍA. MCGRAW-HILL
Complementary	<ul style="list-style-type: none"> - ESCRIBÁ, F.J. Y OTROS (1995). INTRODUCCIÓN PRÁCTICA A LA ECONOMÍA. MCGRAW HILL - RODRÍGUEZ, J., F. MOCHÓN, Y OTROS (1993). ELEMENTOS Y CUESTIONES DE T. ECONÓMICA. UNED - MOCHÓN, F. Y VICTOR ALBERTO BEKER (2008). ECONOMÍA, PRINCIPIOS Y APLICACIONES. MC-GRAW HILL - MOCHÓN, F. Y J. DÍAZ DE, REBECA (2010). INTRODUCCIÓN A LA MACROECONOMÍA. EJERCICIOS. EDICIONES ACADÉMICAS - KRUGMAN, P. WELLS, R. y K. GRADDY (2015). FUNDAMENTOS DE ECONOMÍA . REVERTE - JONES, CHARLES, I. (2009). MACROECONOMÍA. ANTONI BOSCH

Recommendations

Subjects that it is recommended to have taken before

Principles of Microeconomics/611G02001

Subjects that are recommended to be taken simultaneously

Subjects that continue the syllabus

Other comments

Students are recommended to follow the subject continuously. Attendance at keynote sessions and problem-solving activities is encouraged. Students are advised to resolve any doubts that arise, either in the classroom or in tutoring.

1. The delivery of the documentary works carried out in this subject: a) It will be requested in virtual format (email, etc) and/or any kind of computer compatible device b). It will be done through Moodle, in digital format without the need to print them
2. The importance of ethical principles related to sustainability values ?? in personal and professional behavior must be taken into account.
3. Work will be done to identify and modify sexist prejudices and attitudes and the environment will be influenced to modify them and promote values ?? of respect and equality.
4. The full integration of students who, for physical, sensory, psychological or sociocultural reasons, experience difficulties to an adequate, equal and profitable access to university life will be facilitated.

GENDER PERSPECTIVE-According to the different applicable regulations for university teaching, the gender perspective must be incorporated in this matter (non-sexist language will be used, a bibliography of authors of both sexes will be used, intervention in class of students of both sexes...)-Work will be done to identify and modify prejudices and sexist attitudes and the environment will be influenced to modify them and promote values of respect and equality.-Situations of discrimination based on gender must be detected and actions and measures to correct them will be proposed.

(*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.