



# UNIVERSITY OF FLORIDA

College of Business Administration  
Graduate School of Business  
Fisher School of Accounting  
JOHN KRAFT, DEAN

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## GENERAL FACULTY MEETING January 15, 1993 BUS 102 - 2:00 - 4:00 p.m.

### AGENDA

1. Minutes from the November 20, 1992, General Faculty meeting.
2. Implementation of ADA - Kenneth Osfield
3. Undergraduate Committee - Selcuk Erenguc  
recommendations for the UG curriculum as informational/discussion:  
(TO BE VOTED ON AT A SPECIALLY CALLED FACULTY MEETING ON 2/19/93)
  1. Make CAP 3802 a preprofessional requirement.
  2. Remove ECO 3100/3101 from the CBA core.
  3. Remove ISM 3011 from the CBA core and cover appropriate material in MAN 3021 and MAN 4270.
  4. Replace QMB 3600 by MAN 4504 in the CBA core.

INFORMATIONAL ITEM: Article from Journal of Information Systems Education (attachment 1)

4. Dean's Report
5. Other Business

## GRADUATE FACULTY MEETING January 15, 1993 BUS 102

1. MBA Program - Chris James  
Three Term MBA Program (attachment 1)

## GUEST EDITORIAL

# INFORMATION SYSTEMS AS AN ACADEMIC DISCIPLINE: EXPLAINING THE FUTURE

**Gordon B. Davis**  
Honeywell Professor  
Management Information Systems  
Carlson School of Management  
University of Minnesota  
Minneapolis, Minnesota

Investment in information technology has, in recent years, dominated other capital investments by organizations. Computer applications are broadly diffused in almost all organizations. At the same time that information technology is recognized as vital to business processes and management, some academics have questioned the need for academic study and programs in information technology/information systems. This article will address the fundamental issue of the future of information systems (or MIS or information management or other academic name) as an academic discipline.

The conclusion from this discussion is that there are compelling reasons for a strong academic discipline in information systems. The challenge for academics in the field is to clearly articulate these reasons. This article is designed to assist in that endeavor.

### CHALLENGES AND DEFINING PROPOSITIONS

The nature of the challenges to the academic role of information systems are due in large part to a field in rapid change. This reflects the pace of change in technology and its use in organizations. Information systems as an academic discipline has been in a continuous process of adjusting to these information

technology-based transformations in organizations and business processes. The basic intellectual content of the field relative to information processes, systems, and management has been strengthened, but the overall impression to casual observers may be that the field is dominated by descriptions of a changing technology.

Decisions about the academic role of information systems within the business school curriculum are often being made or strongly influenced by deans and colleagues from other disciplines. One of the problems stemming from the period of rapid change is that much of the background and experience of these colleagues may be out of date or very incomplete. For example, they may have learned about computing technology in an age of centralized batch systems and strong, central control of computing resources. They now observe widespread diffusion of information technology within their disciplines. If every functional area can have information resources, what is the value of a separate information systems function? If there are software packages and high level languages, what is the need for a development staff? These are reasonable questions from their standpoint.

Much of the general, introductory instruction about computing at the inception of the study of information systems was

designed to explain how computers worked and why they were valuable in data processing and computation. Writing a FORTRAN program was a valuable exercise in achieving these objectives. Now that everyone can use software packages and understands the basics of computers, why should there be any general, required course?

In addressing these questions, it is useful to reason from four proposition that define the foundations for and importance of information systems in the business school curriculum. The first two propositions explain why it is important to understand information systems, the third defines the implications of these propositions for the knowledge a student should obtain, and the fourth describes the basis for a major in the field.

1. Information technology uses in organizations and organizational processes are important, valuable, and pervasive.
2. There are two organizational effects relative to responsibility for information technology systems. There is a diffusion of responsibility for information technology use among business units and functions. At the same time, there is a strong need for a separate information management function to develop and

structure, many small systems will conflict. This leads to the need for a specialized information management function to complement the diffusion of information management responsibility.

### Role of a Specialized Information Management Function

The sharing of databases and applications by different locations and functions establishes a need for an information architecture that defines the hardware, software, and databases. The demands for communication and sharing of data means there must be standards, corporate data models, and systems to coordinate activities.

**The demands for communication and sharing of data means there must be standards, corporate data models, and systems to coordinate activities.**

Some applications are used only by a few locations or a single function. However, the large corporate applications cross functional boundaries and are often integrated with respect to several different functions.

The reasons for an information system function are similar to the reasons for an accounting, marketing, finance, or production function. There are specialized activities that require specialized knowledge. It is more efficient and effective to have a specialized function than to have every person in the organization perform such activities.

There are four broad classes of specialized activities in information management that require specialized knowledge.

1. Management of the information management function
  - Planning the information system infrastructure

- Planning, budgeting, and scheduling the work of the function
- Organizing the function and its activities
- Staff selection, training, assignment, and evaluation

#### 2. Technical support

- Tracking new technologies and standards
- Technical innovation experimentation and evaluation
- Selection of new or replacement computer hardware, software, and communications services
- Technical training of staff and users
- Technical support for users of systems and services

#### 3. Development and implementation of applications (described further in the next section)

- Track developments in software packages and development tools
- Define, develop, and maintain applications
- Implement applications

#### 4. Operations

- Operate computer facilities
- Perform security, backup, and recovery operations
- Install and maintain system software
- Operate and service communications facilities

In a very small organization, these activities may not justify a separate department, but they require those performing them to acquire specialized skills. In larger organizations, these information management activities justify a separate function. Even when some of the activities are decentralized or dispersed to functions, the infrastructure planning, installation, management, and operations

are managed by a corporate information management function.

### Need for Application Development Expertise for Corporate Systems and Significant Functional Systems

At first glance, using a computer and related information technology in job tasks seems simple. Some data and a few instructions are provided to the computer, the computer follows a program of instructions in retrieving and processing data, and outputs such as instructions, analyses, or reports are provided to users.

To design and implement an application of information technology does not appear complicated. Users provide a set of requirements; developers design and build the programs, screen formats, reports, data files, and data communications to achieve them. For systems of any size or complexity, reality contradicts these simple, uncomplicated views. There are very large differences in results from applying information technology to organizational tasks.

Some organizations achieve competitive advantage from using information technology; others are ineffective. Some departments in an organization are significant users of computers; others have no significant applications. Some work groups enhance their work through information technology; others use it little or poorly. Some individuals improve their performance with information technology; others appear to be less productive. The success rate for new information system applications appears to be less than half.

How can there be such differences in results? The differences arise because information technology applications have technical complexity and they are placed in, support, and interact with complex human systems. The task itself may have some technical complexity.

The information system application is used by individuals who have human capabilities and limitations in providing inputs and using outputs. The way the inputs and outputs are structured and

package. This assumes a knowledge of statistics sufficient to formulate the problem and use the features in the software. Given this knowledge base, software packages are often useful in eliciting the knowledge of the user and helping the user make good decisions in problem formulation, choice of procedures, and evaluation of results. Using the statistics example, a statistics package can enhance the statistical knowledge of a user by suggesting alternatives, asking questions, and providing help screens at critical decision points.

There are eight software packages that are generally so valuable that they can be termed the universal toolkit:

1. Word processing
2. Spreadsheet processor
3. Statistical software
4. Presentation graphics software
5. Electronic mail software
6. Numerical database management software
7. Text database software
8. Personal computer management software

There are five additional packages for cooperative work and analysis that are recommended as being valuable in a strategy of individual competence.

1. Cooperative work software
2. Financial modeling software
3. Scheduling and project management software
4. Forecasting software
5. Multicriteria decision making software

The question of how students gain expertise in the toolkit is discussed later in the paper.

### THE MARKET FOR AN ACADEMIC SPECIALIZATION IN INFORMATION SYSTEMS

Every business student is expected to understand the basics of accounting, finance, marketing, operations, and so forth. This basic knowledge allows graduates to

perform some tasks related to these functions. It also allows them to interact effectively with functional experts. The existence of the functional experts is based on the fact that it is not efficient for every person to be an expert in every function. The same applies to information systems.

The market for graduates in an information systems area of specialization reflects the need for experts in the domain. Some positions that benefit from specialized academic knowledge are the following:

- System analysts and programmers, for positions both within functional areas and within an information management function.
- Technology experts for domains such as database management, data communications, and software development for positions within an information management function or with developers and suppliers of technology and services.
- Expert providers of services such as consultation, outsourced services, software, etc.

**Although information technology use may be a part of many functional area courses, the basic topics are more efficiently taught as a single introductory course.**

### IMPLICATIONS FOR THE FUTURE

There are a number of implications for the future direction of information systems as an academic discipline. Given a very important role for information technology in organizations, the unique roles for the academic function are in providing a solid basic introduction to information management for all business students plus additional electives for them and providing an area of specialization related to the information management function (and related activities). The role

includes some instructional modules to help students gain competence in the software toolkit (but not doing it all).

### The Mission of Providing a Solid Introduction to All Business Students Plus Electives

The issue of what every business student should know has been defined earlier. This provides objectives for the first course. Although information technology use may be a part of many functional area courses, the basic topics are more efficiently taught as a single introductory course. Functional area courses may then concentrate on unique applications and considerations.

The curricular design needs to allow students to take electives that will enhance the basic knowledge but not require them to be experts. For example, an introductory course may, as one major topic area, explain the process of developing applications and describe important considerations. A follow-on elective course might provide additional expertise in developing small, end-user applications using the development facilities in common software packages. The course could not only teach students how to use the facilities to develop an application but also how to achieve quality in the interfaces, testing, results, etc.

### The Mission of an Area of Specialization in Information Systems

The future of the academic discipline of information systems and the business function of information management are deeply intertwined. An academic discipline without a strong connection with a business function will tend to gravitate to a support role and perhaps to sterile, narrow issues. The connection with an information management function keeps the academic discipline within the context of real business needs.

It means that the content of courses, teaching methods, theory, and principles will be related to work that must be performed. There is a vitality in this connection. Similar vitality has been noted

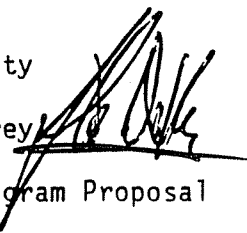


# UNIVERSITY OF FLORIDA

COLLEGE OF BUSINESS ADMINISTRATION  
MBA PROGRAM  
Steven J. DeKrey, Director

GAINESVILLE 32611-2017  
Phone: 904-392-7992  
Fax: 904-392-8791

January 8, 1993

TO: COBA Faculty  
FROM: Steve DeKrey   
RE: 3 Term Program Proposal

The three term MBA program proposal has been discussed with a number of different faculty groups and at the last College Faculty meeting (Nov. 20, 1992).

Based on these meetings and the resulting faculty suggestions a list of recommendations for changes to or clarifications of the draft proposal have been compiled (attached). These recommendations have been approved by the MBA Committee as part of the proposal and if the proposal is approved by the faculty, a final rewrite incorporating these recommendations will be completed.

010893.1/TXTPJK

#### Attachments

- a. Faculty suggestions
- b. Draft Proposal

**DRAFT**

DRAFT PROPOSAL  
THREE TERM MBA PROGRAM

Several schools offer special MBA programs for students with undergraduate degrees in business. These programs allow their business graduates to skip course material they have already had thus completing an MBA program in less time (Exhibit 1). Many of these programs are completed within one calendar year.

Florida's MBA faculty committee voted to approve this three term MBA program proposal on November 9, 1992. The program consists of review modules and innovative courses in the summer plus the regular course requirements for a second year student. By replacing the first year core and internship experience with summer study the business degree holder becomes a second year student following the summer activity.

NEED FOR A THREE TERM PROGRAM

There are three compelling reasons for adopting a three term program: conserving resources, enhancing educational benefits and improving market position. A three term MBA program would allow Florida to educate more students with less faculty resources. By removing business undergraduates from all first year classes the program eliminates 1st year students who waive core classes and compete for second year electives. The remaining first year students would take all core courses and the electives would be reserved for second year students. Achieving our goal of 150 graduates by adding a three term program would reduce elective course offerings. This program also allows us to reduce the size of our core classes.

A three term MBA program offers many educational benefits. The business undergraduates are saved the redundancy of course work and they are allowed to progress at an appropriately quicker pace. The MBA students who have not studied business are assured of a smaller class with an even pace and the faculty can be assured of a more homogeneous class with respect to content knowledge (or lack thereof). Also, by encouraging innovation in the summer courses the three term program provides a process to upgrade program electives.

The three term program allows Florida to differentiate itself in seeking stronger students from a growing market. The growth in business undergraduates seeking MBA's has been staggering. (exhibit 2) The increases have occurred in both quality and quantity. In the past eight years the number of business graduates scoring above 600 on the GMAT has doubled. Approximately 12,000 business undergraduate test takers for the 1990-91 test year scored above 600 on the GMAT representing about 1/3 of all candidates scoring at that level.

Exhibit 1

Top 40 Schools Offering Accelerated Programs

Emory University  
Katz School at University of Pittsburgh  
The Kellogg School at Northwestern  
Notre Dame  
Terry at University of Georgia  
The University of Kentucky

Florida Schools

Florida State University  
University of Miami

## Exhibit 3

**1990-1992 ADMISSIONS SUMMARY**  
**GMAT Scores and Undergraduate Majors**

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1992

Undergraduate Major	Applied		Admitted	
	%	GMAT Score	%	GMAT Score
Business	37	564	37	610
Non-Business	63	534	63	606
Average		541		607
Total Applicants - 898				

1991

Undergraduate Major	Applied		Admitted	
	%	GMAT Score	%	GMAT Score
Business	43	532	41	580
Non-Business	57	548	59	603
Average		540		592
Total Applicants - 751				

1990

Undergraduate Major	Applied		Admitted	
	%	GMAT Score	%	GMAT Score
Business	*	512	54	597
Non-Business	*	538	46	590
Average		530		594
Total Applicants - 635				

\* Not available on database



EXHIBIT 5  
**MBA FACULTY COMMITTEE - DRAFT PROPOSAL**  
January 7, 1993  
**THREE TERM PROGRAM**

**DESCRIPTION**

The MBA program proposes offering a three term program for applicants with undergraduate degrees in business. Students would waive the first year core courses but would attend Professional Development courses and innovative classes during the summer preceding their final two semesters of study. The students would be on campus from May to April completing the MBA degree in three terms.

**THREE TERM PROGRAM  
SEQUENCE**

Professional Development Courses  
12 Class Hours/Core Course  
June 6th-24th, 1994.

SUMMER - B  
Six Weeks-8 Credits  
Integration of Core Courses

FALL Semester  
Legal Elective  
Three Specialization/Concentration

SPRING Semester  
International Business Elective  
Business Policy  
Two Specialization/Concentration

Admission Requirements: \_\_\_\_\_

- \* AACSB Program Graduate or approved foreign business school
- \* Two years of work experience

Benefits:

- \* Eliminates waiver issues
- \* New product for growing market
- \* MBA program growth
- \* Raises revenue
- \* Deferral program for best UF undergrads

If you decide to use 3.5" disks, you should probably also get one 5.25" disk. Likewise, if you decide to use 5.25" disks, you should probably also get one 3.5" disk. Any major brand (except Certron and Control Data) is fine, as are generic (no-name) disks.

Additional Materials

Packet 2: Old Exams (about \$11.00). HIGHLY RECOMMENDED. Available at University Copy Center. Two years of old exams with answers.

GRADING:

- 4 assignments @ 5% each
- 6 quizzes, total 10%
- Test 1: WordPerfect & DOS
- Test 2: Lotus spreadsheets, graphs
- Test 3: Lotus database, macros
- Test 4: (final) dBase test

Sharon -  
 Here are your handouts for the Faculty mtg. (for your notebook)  
 <--EXAM  
 <--DATES  
 2 <--  
 14  
 1/15/93 AM.

PLAN YOUR SCHEDULE NOW SO 1 pm. Final exam is at 5:30 pm.

At each exam you must have a pen, #2 (or equivalent) pencil, and a photo ID. We recommend you bring a watch and an eraser.

We will use a traditional 60/70/80/90 grading scheme. We do not curve test grades.

Some quizzes will be given in class and some will be take-home quizzes to be done in the lab. You must take quizzes with your own instructor. WE DO NOT GIVE MAKE-UP QUIZZES FOR ANY REASON. Quizzes are graded on a scale of 0 - 10.

You will be penalized 40% per calendar day if you turn in an assignment late. If we make a mistake grading your assignment, you may submit it to us for corrections up to 1 class day after the day that your instructor first returns it to the class. Assignments are graded on a scale of 0 - 100. You may receive bonus points for finishing an assignment early. Refer to the Bonus Point discussion in Pkt 1.

You will turn in a printout of each assignment, not the disk.

TESTS: If you have a DIRECT conflict with an exam you may take the CAP3802 exam early. You MUST sign up with your instructor.

All exams are open-book; you may use your text books and Packet 1. You may not use any other materials and you may not use a computer or a calculator. The last exam is not comprehensive.

GRADERS/CONSULTANTS: Consultants have been assigned to help you learn how to use the software. Please see the consultants before you see your instructor. The consultants' office hours will be announced. Hours will be held in Weil 410. Consulting services are free.

IMPORTANT PHONE NUMBERS:

- Infirmery (Student Health Services): 392-1161, 8 - 8 Mon - Fri; noon-4 pm Sat, Sun, holidays.
- Student Mental Health: 392-1171, 8 - 4:30, Mon - Fri
- Psychological & Vocational Counseling: 392-1575, 8 - 4:30, Mon - Fri
- CRISIS & SUICIDE INTERVENTION CENTER: 374-4444 24 hours a day
- Planned Parenthood: 377-0881, 8:30 - 5 Mon, Wed, Fri; 11 - 7 Tue, Thur; 9 - 12:30 Saturday.
- "Birth Control and confidential testing and treatment of STD."

In one 16-week semester CAP 3802 covers:

1. DOS: approx. 2 weeks
- |      |            |           |           |      |
|------|------------|-----------|-----------|------|
| VER  | CHKDSK     | ERASE,DEL | FORMAT    | SORT |
| VOL  | DISKCOPY   | RENAME    | TIME,DATE | MORE |
| DIR  | COPY,XCOPY | ATTRIB    | CLS       | TREE |
| TYPE | >PRN       |           |           |      |

DIRECTORIES: MD, CD, RD; XCOPY files from one subdirectory to another

2. WORDPERFECT 5.1: approx. 2.5 weeks

- Enter a document, save, exit, retrieve a file
- Edit a file: Insert text, delete text, restore text, cursor movements, move in a file, reform paragraphs,
- Special features: bold, underline, superscript/subscript
- Document formatting: Line spacing, page breaks, page numbering, page margins, headers/footers, footnotes
- Advanced features: search/replace, spellcheck, thesaurus, simple (non-programming) macros, format prepared graphics files, generate math and foreign-language symbols
- Mailmerge, including sort data files before merging
- Print to paper, print to disk, import/export ASCII files

3. LOTUS 2.3: approx. 8 weeks

- Move in the spreadsheet, data entry, formula entries, circular references, add/delete rows/columns
- Save, print to paper, print to disk, print options
- Change default directory
- Built-in functions
- Copy, Move formulas/values using absolute and relative addresses
- Help
- Graphs: line, bar, stackbar, pie, and XY, with graph options. Print graphs in WordPerfect document.
- Range commands: change column width, hide columns, format, erase, justify, name
- Data commands: sort, query, database functions
- Large file manipulation: windows, titles, file extract, file combine, manual recalculation
- Simple (non-programming) macros

4. dBASE III+: approx. 3.5 weeks

- Create file structure, create file contents, activate the file Records: add, edit, replace, delete/recall/pack, select specific records
- Substring search
- Sort, index files
- Reports: create, modify, print
- Labels: create, modify, print
- Built-in functions
- JOIN 2 files
- SET RELATION on 2 or more files

UNIVERSITY OF FLORIDA  
ISM 3011 - INFORMATION SYSTEMS IN ORGANIZATIONS  
FALL 1992

<u>Days</u>		<u>Location</u>
T 4/5, R 4	Section 0779	BRY 130 (live)
T 5/6, R 5	Section 0780	BUS 103 (replay)
T 8/9, R 8	Section 0781	BUS 101 (replay)
T 10/11, R 10	Section 0782	BUS 101 (replay)
T 11/E1, R 11	Section 0783	BUS 103 (replay)

Prerequisites: Competency in DOS, word processing and spreadsheets  
(SEE ATTACHED DESCRIPTION).

Professor: Beverly E. Amer  
Office:  
Hours:  
Office Phone:  
Messages: 392-9600 or 392-0155  
(M-F, 8:00 - 12:00, 1:00 - 4:30)

Teaching Assistants: The role of the teaching assistants for this class is to handle any questions you may have about lecture material, exam preparation, course grading, etc. They are all experienced and very knowledgeable about the course, so please seek their assistance when necessary. If there is a question that cannot be addressed by my assistants, please come see me.

Haldun Aytug \_\_\_\_\_  
Kiran Garimella \_\_\_\_\_

Text: Business Information Systems - A Problem-Solving Approach, Laudon & Laudon, Dryden Press, 1991.

ISM 3011 Course Materials, Parts 1 - 4, available at University Book & Supply. NOTE: This packet has undergone major revision, so do not buy or use an older version.

(Optional) Business Information Systems Student Study Guide, Laudon & Laudon, 1991.

Each exam is worth 100 points. Every effort will be made to post the answers to the exams 1/2 hour after the exam ends in the glass case outside BUS 103.

**Attendance:** If you must miss a lecture, it is your responsibility to get the lecture notes from a fellow student or view the class on Cox Cable Channel 19 (10UF). The class is broadcast on Tuesday (6:30 pm - 8:20 pm) and Thursday (6:30 pm - 7:20 pm).

**Grading:** Your final grade in the course is determined by the points you earn (total possible: 300 points). The scale below is used to determine final grades. Grades are not negotiable.

A	>= 90%	C	70-77%
B+	88-89%	D+	68-69%
B	80-87%	D	60-67%
C+	78-79%	E	<= 59%

## ISM 3011 COMPUTER LITERACY PREREQUISITES

Students enrolling in ISM 3011 must have basic knowledge of microcomputer skills including familiarity with DOS, spreadsheets, and word processing. The basis for this requirement is two-fold: first, familiarity with PCs aids students in learning the material presented in the ISM lectures; second, PC skills are necessary as part of other upper division business courses as well as post-graduation. Microcomputing is not covered in ISM 3011 since the "hands on" learning of PC programs cannot be supported in the TV teaching environment, plus CAP and CIRCA courses exist for the "hands on" experience.

The prerequisite skills, as identified by the Instructional Resources Committee, and approved by the Undergraduate Committee, include the following:

### DOS

Common rules (command syntax, file naming, directory structure)  
DOS commands (DIR, MD, RD, CD, CHKDSK, COPY, ERASE, DEL, RENAME, TYPE, PRINT, and FORMAT)

### Word Processing (WordPerfect, WordStar, Word, PC Write, etc.)

Entering a document	Editing a file
Save/exit	Reforming paragraphs
Search and replace	Inserting text
Retrieving a file	Deleting text
Moving around a file	Restoring text
Cursor movement	Printing a file
Line spacing	Spell-checking

### Spreadsheets (Lotus, Excel, Quattro, or equivalent)

Entering a spreadsheet	Formatting
Moving around a spreadsheet	Add/delete rows/columns
Data entry	Move cell contents
Formula entries	Print commands
Circular references	Zero spreadsheet command
Built-in functions	GoTo command
Using Help	System command
Saving files	Directory change
Retrieving files	Relative/absolute addresses
Range setting	Titles
Copy command	Spreadsheet recalculation

(Continued on next page)

**UNIVERSITY OF FLORIDA, COLLEGE OF BUSINESS ADMINISTRATION**  
Department of Economics

Syllabus for Spring 1993

ECO 2013, Dave Denslow

Text: Macroeconomics, Sixth Edition, by Dolan and Lindsey. Numbers below refer to pages in this text.

**Lectures and Assigned Readings**

Jan	06	Wed	The Baby Boom and the Birth Dearth
	08	Fri	Painful Choices: The PPF, 2-27
	11	Mon	Demand and Supply Set Prices, 42-73
	13	Wed	Elasticity: Freedom from Units
	15	Fri	Will College Graduates Be Even Richer?
	18	Mon	Martin L. King Day (No Class)
	20	Wed	Why Doesn't Everyone Have a Job?, 98-104, 121-122
	22	Fri	How Should We Help the Poor?
	25	Mon	Review
	27	Wed	<b>HOUR TEST 1</b>
	29	Fri	Can We Control Medical Costs?
Feb	01	Mon	What's Wrong with a Little Inflation?, 108-112, 162-165
	03	Wed	Economic Activity Fluctuates, 116-119
	05	Fri	GDP Measures Economic Activity (Imperfectly), 151-173
	08	Mon	Aggregate Demand Meets Aggregate Supply, 178-198
	10	Wed	Do Consumers Take the Long View?, 222-232
	12	Fri	How Keynes Explained Recessions, 233-239
	15	Mon	Review
	17	Wed	<b>HOUR TEST 2</b>
	19	Fri	Amplifying Fluctuations: The Multiplier, 239-241
	22	Mon	The Aggregate Demand Curve Comes from the Multiplier
	24	Wed	Why Has the National Debt Mushroomed?, 264-277
	26	Fri	Money and Banking, 282-305
Mar	01	Mon	The Fed and the Banks Create Money, 308-322
	03	Wed	Nominal Interest Rates and Income Set Money Demand, 334-349
	05	Fri	How Monetary and Fiscal Policy Affect GDP
	08	Mon	SPRING BREAK
	10	Wed	SPRING BREAK
	12	Fri	SPRING BREAK
	15	Mon	The Rise and Fall of Inflation, 349-355
	17	Wed	Are Expectations Rational?, 399-406, (Omit Exhibit 15.1)
	19	Fri	Where Did the Phillips Curve Go?, 420-431
	22	Mon	Review
	24	Wed	<b>HOUR TEST 3</b>
	26	Fri	Should Clinton or Greenspan Boost the Economy?, 464-484
	29	Mon	Asset Demand Determines Exchange Rates, 323-333
	31	Wed	The Dollar Soars from 1980 to 1985, 502-515
Apr	02	Fri	The Dollar Plunges from 1985 to 1987
	05	Mon	You Will Live in a Global Economy
	07	Wed	Why Has Economic Growth Slowed?, 451-461
	09	Fri	Why Was the Great Depression So Long?, 324-325
	12	Mon	Review
	14	Wed	<b>HOUR TEST 4</b>
	16	Fri	Review
	19	Mon	Review
	21	Wed	Review
	23	Fri	Review

Chapter(s) (Probably) Covered in Class

Week	M	W	F
<u>The basic material; Supply/Demand</u>			
Jan 4	X	1	2
Jan 11	2	3	3
Jan 18	X	3	3,4
<u>Behind the basics; Marginal analysis, the consumer and firms</u>			
Jan 25	5	5,6	5,6
Feb 1	5,6	7	7
<u>Perfectly competitive firms</u>			
Feb 8	8	9,10	9,10
Feb 15	9,10	Review	9,10
Feb 22	9,10	11	11
Mar 1	11	11,12	12,13
Mar 8	X	X	X
<u>Firms with market power</u>			
Mar 15	13	13	13,14
Mar 22	14	Review	15
<u>Externalities, input markets and international trade</u>			
Mar 29	15	16	16,17
Apr 5	17	20	20,21
Apr 12	21	21,23	18,19
Apr 19	18,19	Review	X

We will *SKIP* chapter 22. (It's fascinating stuff, but there seems not to be enough time in the semester.) Some of the chapters cover either very easy or very boring material and so I do not plan on talking much--if at all--about them in class. Examples of these include Chapter 1, Chapter 4, Chapter 8, Chapter 18, Chapter 19, and Chapter 23. I will leave it to you to decide if a particular chapter is omitted due to boredom or ease. Do notice that many of these come late in the semester. Moreover, also note that even though I do not expect to discuss these much in class, I *do* expect you will have read them.

The required text is *Principles of Microeconomics*, 1st edition, by James Kearl. Also, recommended--but *definitely not* required--is the workbook to accompany this written by Mark Rush.

There may also be an occasion when I need to cancel class for a couple of days during the semester. If this comes about, I will announce it in class. This suggests that you might want possibly to attend class to see if you can possibly not attend class.

I have scheduled two midterms and a final exam. Midterm I will cover material from Chapter 1 to 9 and possibly part of 10. As the time for the midterm draws closer, I will make this more explicit in class. This is obviously a reason to attend class! Midterm II covers material from Chapter 1 to 14. Although this test is, in a sense, comprehensive, most of the emphasis will be placed on the newer material. The final exam covers all the assigned chapters but again greater weight will be placed on the new material. I may change some of the details regarding these tests, such as the chapters covered and/or the dates. If this is necessary, I will announce it in class. This gives yet another reason to attend class! This is especially true because this is the first time I have used our book, so there may be some changes in the schedule that turn out to be necessary.

There will be make-up exams given for the midterms and final. You may take either the regularly scheduled exam or the make-up--not both. You do not need to tell me if you are going to take a make-up exam. One make-up exam is "free"; if you take more than one make-up, 5 points will be subtracted from your score for the second (and third) make-ups you take. The only exception to this policy is if you are dead when the regularly scheduled exam occurs. In this case, I will need a copy of the coroner's report.

When you take an exam, bring a picture ID and a pencil. Calculators will not be necessary and hence are *not* allowed. The exams will be multiple choice and you will be required to bubble in your name, social security number, and answers. It is an immense pain to me if a student bubbles in their name and/or social security number incorrectly. To pass this pain along, I will subtract 10 (!!!) points from your test score if you make this error. Last term a student flunked the course because she incorrectly bubbled in her name and social security number. Probably this is not a feat you want to duplicate. So, don't!

For now, the exam schedule is as follows:

Midterm I, regularly scheduled exam: Thursday, Feb 18, 5:30-6:30  
 Last Digit of SSN 0-7: CAR 100  
 Last Digit of SSN 8,9: LIT 101



# ECO 3100

## Syllabus — Spring, 1993

Dr. Frederick Goddard

Office: 318 Matherly Hall      Hours: MWF 10:30–12:00  
Phone: 392-0972                      TTh 8:30–12:00  
Other hours by appointment.

Class Meetings: Section 0836 MWF-2, MAT 18  
Section 0837 MWF-3, MAT 18

Textbooks: Truett & Truett, *Managerial Economics*, 4th Edition, South-Western Publishing Co., Cincinnati, 1992.  
Truett & Truett, *Study Guide for Managerial Economics*, 4th Edition, South-Western Publishing Co., Cincinnati, 1992.  
Frederick Goddard, *Course Notes for Managerial Economics*, South-Western Publishing Co., Cincinnati, 1993.

Grade:	Two, one-hour examinations	50%	(25% each)
	Final Examination	35%	
	Bonus Points	15%	

### Outline Of Topics and Assignments

- Week 1 — Introduction. (Chapter 1)
- Week 2 — The Revenue of the Firm: The Demand Curve, Total, Average, and Marginal Revenue, From Individual to Market Demand, Price Elasticity of Demand, Point and Arc Elasticities of Demand. (Chapter 2)
- Week 3 — Demand Analysis and Estimation. (Chapter 3)
- Week 4 — The Theory of Production: Long Run vs. Short Run; The Law of Diminishing Marginal Product; The Marginal Rate of Technical Substitution; Mathematical, Graphical, and Arithmetic Methods of Determining the Least-Cost or Most Efficient Method of Production. (Chapter 4 & Appendix 4)
- Week 5 — The Cost of Production: Which Costs Matter?, Costs in the Short Run, Costs in the Long Run, Long-Run vs. Short-Run Cost Curves, Economies of Scale, Production with Two Outputs—Economies of Scope. (Chapter 5)
- EXAM 1 (Chapters 1-5)
- Week 6 — Profit Analysis of the Firm: Profit Maximization, Tabular Analysis, Graphical Analysis, Break-Even Analysis, Incremental Analysis. (Chapter 6)

**THE UNIVERSITY OF FLORIDA**  
**Department of Economics**  
**ECO 3101**  
**Intermediate Microeconomics**  
**M, W 3-4 - MAT 117**  
**Spring 1992**

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Instructor: Srabana Gupta  
Office: MAT 307  
Phone: 392-6489  
Office Hours: M, W 11:30 a.m - 12:30 p.m. and by appointment

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**Objective of the course:** The purpose of this course is to teach you the basic concepts and tools of microeconomic analysis and to apply them to understand the functioning of an economy. The main emphasis will be on theory but analyzing real economic issues will also be important.

**Reading:** The text book for this course is *Microeconomics* by Robert-Pindyck and Daniel Rubinfeld (Macmillan, Second edition).

I strongly recommend you to refer to the study guide for this text written by Jonathan Hamilton. However, it is not required.

**Course Requirement & Grading:** It is important to have some understanding of basic calculus to do well in this course. Regular class attendance would also help.

There will be two midterms - February 15 and March 24 (during regular class hours) and a final examination. The final will be on April 28 (10 a.m. - 12 noon). A make up for the final will be arranged if necessary. Attendance at all exams is required. The first-midterm will carry 28% weight towards your final grade. The second midterm counts for 28% and the final for 34% of your grade.

Problem sets will be handed out from time to time (tentatively on January 13, January 27, February 24, March 3, March 15 and April 7). They will count for the remaining 10% of your grade. Homework assignments must be turned in on the day they are due and no late submission will be accepted. Each time only part of the problem set will be graded and a solution set will be provided.



## UNDERGRADUATE BUSINESS CURRICULUM MATTERS

This document provides a summary of the discussions, resolutions, and recommendations of the Undergraduate Committee (UGC) concerning the curriculum issues as of January 6, 1993.

### Curriculum Objectives:

1. Ensure College of Business graduates have the necessary functional knowledge and skills to be successful in the business environment- domestic and worldwide over the next decade.

2. Maintain a balance between coursework in business administration ( preprofessional, core and major) and coursework in general education to provide for a broader educational experience. (AACSB standard is roughly 50-50).

3. The most significant knowledge and skill needs should be offered as part of the core ( and preprofessional ) curriculum. UGC defines "core need" as when most of the students will have a substantial need for the knowledge or skills.

### Methodology

1. UGC has identified the following knowledge and skill areas as judged important by the academic, business and student sources. These areas are in addition to the traditional courses taught in the business curriculum and currently do not have dedicated courses.

- (a) oral and written communication skills
- (b) business ethics
- (c) international/diversity component
- (d) interpersonal relations
- (e) reasoning/critical thinking
- (f) continued learning (learning to learn)
- (g) computing skills

Specific sources used in identifying the above included:

- i. proceedings of the previous committee
- ii. AACSB guidelines
- iii. Change Commission for Accounting Education
- iv. Publications such as AACSB Review, Business Week, HBR
- v. Advisory boards.
- vi. Informal surveys of other (peer) Business schools

2. UGC conducted a survey of core and frequently offered courses to determine to what extent these needs are currently being covered.

**MAN 4504  
PRODUCTION AND OPERATIONS MANAGEMENT**

**Textbook:** Heizer, J. and Render B., *Production and Operations Management*, Allyn & Bacon, 1991.

**General Information:** This is a survey course in production and operations management. The objective of the course is to provide students with an understanding of some of the basic managerial concepts and quantitative tools required in the design, operation, planning and control of production and service systems.

**Topical Outline of the Course:**

1. Introduction
2. Developing a POM Strategy
3. Linear Programming and Sensitivity Analysis
4. Product Design
5. Process Design
6. Job Design
7. Facility Layout
8. Facility Location
9. Aggregate Planning
10. Independent Demand Inventory Systems
11. Dependent Demand Inventory Systems (MRP)
12. Just-In-Time Production
13. Quality Management
14. Project Management

**Software:** Any one of the following three software packages can be used.

1. QS. Available on the network
2. QSOM. Available on the network
3. AB.POM. Comes with the textbook.