

Instructor's Manual

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Macroeconomics

Second Canadian Edition

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Preface

This Instructor's Manual is intended to assist instructors who have adopted the Second Canadian edition of *Macroeconomics* by Stephen Williamson. Here you will find what we hope are useful teaching suggestions, classroom discussion topics, and answers to questions and problems in the text.

For each chapter, the sections entitled "Key Ideas" and "Teaching Goals" present our own reading of the most important points in the chapter and how the material fits into our understanding of the "big picture". Although some of the material in these sections is based on our own opinions, which may not correspond to the opinions of all instructors who use the text, we hope it may, nevertheless, help you formulate your own ideas about how best to design your own course. We also highlight the new features of the new edition.

The section entitled "Classroom Discussion Topics" provides a list of discussion topics with the aim of stimulating student interest in the material presented in the chapter. These discussion topics usually call for students' initial thoughts and prejudices about the topic, and are therefore usually best used as "starter" conversations or lecture launchers for the topics of the chapter.

The chapter outlines are a close approximation of what we usually prepare as overhead transparencies when we teach this material. However, the chapter outlines are flexible enough that they can be easily customized to each instructor's preferences.

In teaching intermediate macroeconomics, we typically assign homework problems that students turn in for grading. Although homework performance is a part of students' overall grade, its main purpose is to prepare students for examination questions. The text has a generous supply of such questions, and we often distribute the answers so that students can use them to prepare for exams. These answers are available in an editable form so that they may be distributed as needed, and may be altered to become answers to closely related questions that instructors may devise on their own.

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