

# A List of Courses Taught

Xue Li  
Louisiana State University

**Economics 2010: Principles of Macroeconomics**

Instructor with Full Responsibility, Fall 2012-present  
Over 160 students in 2 sections during regular semesters  
About 30 students in Summer 2013

**Economics 2030: Principles of Economics**

Lab Instructor, Fall 2010-Spring 2012  
Over 120 students in 4 sections for 4 semesters

**Economics 7610: Mathematics for Economists**

Teaching Assistant, Fall 2008-Spring 2010  
Teach tutorial for graduate students

## **Statement of Teaching Philosophy**

Xue (Rebecca) Li

Louisiana State University

Satisfaction in teaching, passion for economics, and concern for students motivates me to teach. I receive satisfaction from encouragement provided by the honest comments and sincere “thank-yous” from students. Effectively teaching economics properly equips collegians with critical understanding that enables good economic decision-making skills. So, I pursue effective teaching methods to those ends based on the following guidelines.

At first, I prepare and organize the course program sufficiently. To accomplish this, I collect resources from publishers and experienced colleagues. I find anecdotal and statistical information to illustrate the topics in the lectures. I integrate exercises to prepare myself for students’ questions. Then, I format these materials into written lecture notes and plan how to deliver those materials successfully. For students to adapt to the class quickly, I introduce the main subjects, study techniques, and references in the syllabus. In class, I also present the outlines for each chapter. After that, I intentionally demonstrate the underlying relationships of the individual parts.

During the class, I motivate and challenge students to learn and get engaged. For instance, when I want to introduce a new concept, initially I utilize real life situations along with vivid examples to stimulate students’ interest. I further state the notion with stylized facts and inspire discussions. Moreover, I show some examples of the application, and challenge them to solve similar or extended problems. Finally, I ask the students to review the concept.

In addition, I customize teaching for students from different backgrounds. I try to recognize each student and remember their names by heart. As a result, students usually pay more attention and exert more effort during the course. I encourage everyone to seek help or express opinions either in the classroom or through alternative channels such as emails, office hours or additional appointments.

Last but not least, I continually improve my teaching methods by listening to students’ feedback. For example, some students suggested that PowerPoint materials were helpful, while

others think they were distracting during class. Therefore, I decided to post the full PowerPoint files online and only displayed the main definitions during class. Besides, I wrote out details such as the graph movements or equation derivation via projector. This change turned out to be preferred by the majority of students.

Throughout graduate school, I have practiced these ideas extensively. Also, I learned a lot from the most experienced instructors in the department on effective instructing and program management. I taught lab/exercise sessions of “Principle of Economics” for undergraduates from diverse majors and tutorial class of “Math for Economists” for graduate students with business majors. Most importantly, I have been teaching undergraduates the “Principles of Macroeconomics” with full responsibility for more than a year. The class sizes have ranged from 24 to over 170 students.

During this time, I independently developed the course syllabus, gave lectures, assigned homework, created and graded exams, and provided extra assistance. Furthermore, I adopted various presenting techniques and online learning tools including “MyEconlab” from Pearson, “Connect” from McGraw-Hill, and a Course Management System (CMS), the “Moodle”. Over time, I utilized evaluations and comments of the same curriculum from both students and colleagues.

According to my teaching and research training, I have relatively broad teaching interests. I have enjoyed teaching the introductory classes covering subjects on Macroeconomics, Microeconomics and Econometrics. I desire to teach courses regarding my research areas including Applied Microeconomics, Health Economics, Labor Economics as well as Population Economics. I also look forward to teaching intermediate and advanced courses primarily within my research areas.

## Summary of Teaching Evaluations

Xue (Rebecca) Li

Louisiana State University

**Table 1: Instructor Rating for Principles of Macroeconomics - Fall 2012**

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Instructor Ratings: Scores range from 0 (lowest) to 4 (highest)

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<i>Selected questions*:</i>	My score	Department average
Was prepared for class	3.47	3.55
Provided valuable feedback	3.20	3.19
Evaluation methods were fair	3.53	3.34
Overall ,was effective as a teacher	3.14	3.20
Willing to offer assistance outside of class	3.45	3.37
Cumulative average of all questions	3.22	3.27

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\*Entire original documents are available upon request

**Table 2: Instructor Rating for Principles of Macroeconomics - Spring 2013**

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Instructor Ratings: Scores range from 0 (lowest) to 4 (highest)

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<i>Selected questions*:</i>	My score	Department average
Was prepared for class	3.88	3.63
Provided valuable feedback	4.00	3.30
Evaluation methods were fair	3.62	3.40
Overall ,was effective as a teacher	3.62	3.36
Willing to offer assistance outside of class	3.67	3.46
Cumulative average of all questions	3.71	3.39

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\*Entire original documents are available upon request

**Table 3: Selected Comments from Students\***

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- The teacher is well planned
  - She knew the materials. Well prepared!
  - I really like my teacher. I thought she was very good at explaining the subject.
  - The teacher is willing to help
  - The class was very informative if you attended
  - The teacher was great. She is a great communicator.
  - The teacher related life experiences to class
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\*Entire original handwritten documents from students are available upon request

**Instructor: Xue (Rebecca) Li**  
**Fall 2012**

**Louisiana State University**  
**Department of Economics**

**ECON 2010**  
**PRINCIPLES OF MACROECONOMICS**

**OFFICE:**2309 BEC

**OFFICE HOURS:** Wed 9am-12am and by appointment

**PHONE:** 225 454 5109

**E-MAIL:** xli21@tigers.lsu.edu

**PREREQUISITES:** Econ 2000

**REQUIRED TEXTS AND TOOLS:**

R. Glenn Hubbard and A. P. O'Brien, *Macroeconomics*, 4th edition. New Jersey: Pearson-Prentice Hall, 2012. (Required.)

MyEconLab

**WEB RESOURCES**

**Moodle:** [moodle2.lsu.edu](http://moodle2.lsu.edu) (source of course information and much more)

**Textbook:** [www.prenhall.com/hubbard](http://www.prenhall.com/hubbard)

**Economic Calendar:** [briefing.com/Silver/Calendars/EconomicCalendar.htm](http://briefing.com/Silver/Calendars/EconomicCalendar.htm)

**Board of Governors of the Federal Reserve:** [www.federalreserve.gov](http://www.federalreserve.gov)

**Bureau of Economic Analysis:** [www.bea.gov](http://www.bea.gov) (national and local GDP data)

**EconoMagic:** [www.economagic.com](http://www.economagic.com) (important general macroeconomic data source)

**Bureau of Labor Statistics:** [www.bls.gov](http://www.bls.gov) (employment and inflation data)

**National Bureau of Economic Research:** [www.nber.org](http://www.nber.org) (daily data updates and more)

**Weekly Jobless Claims Report:** [www.dol.gov/opa/media/press/eta/ui/current.htm](http://www.dol.gov/opa/media/press/eta/ui/current.htm)

**IMPORTANT DATES**

**TUESDAY, August 28, 2012:** Final date for dropping courses without receiving a grade of "W"

**FRIDAY, November 2, 2012:** Final date for resigning from the university and /or dropping courses

**September 18:** First Exam. Chapters 3, 4, 8, & 9.

**October 16:** Second Exam. Chapters 10, 11, 12, & 13.

## *Sample Syllabus*

**November 15:** Third Exam. Chapters 14, 15, 16, & 17.

Final Exam. Comprehensive TBA.

### **EXAMS, MAKE-UPS, AND GRADING**

Course grades will be determined on the basis of three in-class exams worth 20 points each, a comprehensive final exam worth 30 points, and homework problems from MyEconLab worth 10 points. The final exam is mandatory, not optional. The first three exams will consist of 40 multiple-choice questions and the final exam will consist of 60 multiple-choice questions. Exams will emphasize analytical and problem solving skills and will cover the assigned textbook chapters (see above) as well as any additional material presented in class.

A missed exam will be given a grade of zero points, **unless** the instructor is notified **prior** to the exam and the excuse is a valid, fully documented one and one which is officially approved (the definition of “officially approved” can be found in LSU policy statement PS-22). Exams that are missed for excused reasons **cannot** be made up—no exceptions. Instead, the weight of the final exam will be increased. No extra credit work is possible.

The grading scale is as follows. There are 100 points possible from the four exams and the homework assignments; letter grades will be assigned on the basis of the following scale:

88 or more points = A  
78 to 87 points = B  
68 to 77 points = C  
58 to 67 points = D  
0 to 57 points = F

### **ACADEMIC MISCONDUCT**

Academic misconduct (i.e. cheating, plagiarism) as defined by the LSU Code of Student Conduct will be prosecuted vigorously. For the activities that are considered to be academically dishonest and the possible sanctions imposed on a student who is found guilty of academic dishonesty, refer to the *Code of Student Conduct*:

[http://appl003.lsu.edu/slas/dos.nsf/\\$Content/Code+of+Conduct](http://appl003.lsu.edu/slas/dos.nsf/$Content/Code+of+Conduct)

### **STUDENTS WITH DISABILITIES**

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the Office of Disability Services, 112 Johnston Hall, 225/578-5919, as soon as possible to ensure that such accommodations are implemented in a

## *Sample Syllabus*

timely fashion.

### **NOTES AND HINTS**

Make use of the free companion Web site, [www.prenhall.com/hubbard](http://www.prenhall.com/hubbard). It gives students access to an interactive study guide and PowerPoint slides. MyEconLab is another online companion to your textbook that you can use for practice.

In economics we use models to understand the real world. Learning how these models work and applying them to different situations is one of the objectives of this course. You need to know that economics is not about memorization but understanding. In order to understand how these models work, and thus how the world works, you need to sit down with pencil or pen in hand and go through the examples in text, the practice questions at the end of each chapter, and the questions and exercises in the study guide.

Systematic study, rather than cramming, is the best way to learn and earn an acceptable grade in this class. Attending class regularly (and coming prepared!), reading the text, using the study guide, and doing the homework problems in a timely fashion are all-important in your learning process.

A hint: in taking multiple choice exams it is often helpful, in the applicable situations, to read the question and answer it using the appropriate model before looking at the alternative answer choices. If the question makes reference to a graph, draw it in the margin of the exam and use your work to arrive at the correct response. Do not try to do this type of question in your head.

### **READING ASSIGNMENTS AND COURSE OUTLINE**

August 21	Introduction and Chapter 3
August 23	Chapter 3
August 28	Chapter 3 & Chapter 4
August 30	Chapter 4
September 4	Chapter 8
September 6	Chapter 8 & Chapter 9
September 11	Chapter 9
September 13	Chapter 9 & Chapter 10
<b>September 18</b>	<b>Exam 1 ( Chapter 3, 4, 8 &amp; 9)</b>
September 20	Exam 1 review & Chapter 10
September 25	Chapter 10 & Chapter 11
September 27	Chapter 11
October 2	Chapter 12
October 4	Chapter 12
October 9	Chapter 13
October 11	Chapter 13
<b>October 16</b>	<b>Exam 2 (Chapter 10, 11, 12, and 13)</b>
October 23	Exam 2 Review & Chapter 14
October 25	Chapter 14
October 30	Chapter 15

*Sample Syllabus*

November 1 Chapter 15

November 6 Chapter 16

November 8 Chapter 16

November 13 Chapter 17

**November 15 Exam 3 ( Chapter 14, 15, 16 & 17)**

November 20 Exam 3 Review & Chapter 18

November 27 Chapter 18

November 29 Chapter 19

**Final Exam (comprehensive) TBA**