

Electronic Resources

MANKIW XTRA! WEB SITE <http://mankiwextra.swlearning.com>

This site offers a robust set of online multimedia learning tools to help the student gain a deeper and richer understanding of economics:

- **DIAGNOSTIC PRETESTS** offer diagnostic self-assessment on student comprehension of each chapter and an individualized plan for directed study.
- **THE MAP** (Mankiw Learning Assistance Program) provides step-by-step instructions for each chapter's **Learning Objectives** to systematically guide the student to a deeper understanding of concepts.
- **THE GRAPHING WORKSHOP** is a one-stop learning resource for help in mastering the language of graphs. The Graphing Workshop is made up of graphing tutorials, interactive drawing tools, and exercises that teach the student how to interpret, reproduce, and explain graphs.
- **CNN VIDEO CLIPS** help the student learn theoretical material by applying it to current events. Brief clips are available on the Web site; complete segments are available on videocassette (Turner Learning/CNN Video with Multimedia Integration Guide).
- **ASK THE AUTHOR VIDEO CLIPS** featuring N. Gregory Mankiw clarify difficult material for the student.
- **XTRA! QUIZZING** allows the student to create and take randomly-generated quizzes on the chapter of his or her choice.
- **ECONOMIC APPLICATIONS** (e-con @pps) including **EconNews**, **EconDebate**, and **EconData**, features help to deepen student understanding of theoretical concepts through hands-on exploration and analysis of the latest economic news stories, policy debates, and data.

MANKIW THIRD EDITION PRODUCT WEB SITE <http://mankiw.swlearning.com>

For instructors, the Web site features the essential resources in downloadable format: the Instructor's Manual in Word®, the Test Bank in Word, and PowerPoint® Lecture and Exhibit Slides. Students will find links to economics-related Internet sites, PowerPoint slides for their review, and a sample chapter from the Study Guide. Also, career listings for students, leading economic indicator information, and an economic URL database can be found at <http://economics.swlearning.com>.

INSTRUCTOR'S RESOURCE CD This CD contains the Instructor's Manual with Solutions Manual and Classroom Activities, PowerPoint Lecture and Exhibit Slides, Transparency Masters, and the Test Bank in both ExamView® Computerized Testing Software and Microsoft Word® for ease of use.

POWERPOINT® The PowerPoint Lecture presentation covers all the essential topics presented in each chapter of the book. Graphs, tables, lists, and concepts are developed sequentially, much as one might develop them on a blackboard. Additional examples and applications are used to reinforce major lessons. Instructors may adapt or add slides to customize their lectures. The PowerPointExhibits presentation provides instructors with all of the tables and graphs from the main text.

TEN PRINCIPLES VIDEO This videotape features respected economists discussing each of the **Ten Principles of Economics** introduced in Chapter 1. Instructors can show these videos as an interesting and visually appealing introduction to topics discussed throughout the textbook.

Print Resources

THE POWERPOINT LECTURE NOTES This booklet contains the **Lecture Presentation** in PowerPoint (both the notes and the graphics) with space for student note-taking during class. Instructors who choose to customize their PowerPoint presentations and would like to do the same with their accompanying customized printed **Lecture Notes** can do so via South-Western/Thomson Learning's custom publishing program. Visit the Custom Publishing Service Center at <http://www.thomsoncustom.com>.

WALL STREET JOURNAL EDITION (WSJ) For a nominal additional cost, the textbook can be packaged with a card entitling students to a 15-week subscription to both the print and interactive versions of *The Wall Street Journal* and the **WSJ Handbook** that explains the format and nature of the paper. Instructors who have at least ten students activate their subscriptions will automatically receive their own free subscription.

FAVORITE WAYS TO LEARN ECONOMICS This lab manual for the classroom and for individual study, developed by David A. Anderson and James Chasey, contains **Experiments** and **Problem Sets** that reinforce **Key Concepts**. An Instructor's Edition is available.

ECONOMICS HITS ON THE WEB, MANKIW EDITION WITH INFOTRAC® COLLEGE EDITION This resource supports students' research efforts on the Internet. This manual covers materials such as browsing the Web, finding information, email, email discussion groups and newsgroups, and documenting Internet sources. It also provides the list of the **Hottest Economic Sites on the Web**. The Mankiw Edition contains **Internet Activities** for each chapter of the Third Edition. Included in every booklet is an **InfoTrac College Edition®** access code. With **InfoTrac**, your students have access to a fully searchable online university library containing complete articles and their images. Its database allows access to hundreds of scholarly and popular publications – all reliable sources, including magazines, journals, encyclopedias, and newsletters.

9/11: ECONOMIC VIEWPOINTS The shape, pace and spirit of the global economy has been greatly impacted by the events that occurred on September 11, 2001. South-Western now offers a new collection of essays that provides a variety of perspectives on the economic effects of these events. Each essay is written by one of South-Western's economics textbook authors, all of whom are highly regarded for both their academic and professional achievements. This unique collaboration results in one of the most cutting-edge resources available to help facilitate discussion of the impact of 9/11 within the context of economics courses.

Other Available Resources

Supplemental Test Banks (published annually beginning in 2003) • Transparency Acetates • WebTutor™ Course Management Software and WebTutor™ Advantage for Blackboard and WebCT™ • TextChoice online digital content • Economics Alive!interactive study aids (CD-ROM).

South-Western provides copies of supplements free of charge to those instructors qualified under its adoption policy. Many of the supplements can be packaged with the text. Please contact your sales representative for more details, or call South-Western at 1-800-423-0563.

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Printed in the United States of America

INTEGRATED RESOURCE GUIDE

This guide is intended as both an informative and navigational tool to the variety of resources available with the Mankiw text. While the Instructor's Manual, Test Bank, and Study Guide are familiar supplements to most instructors, the Mankiw versions of these supplements offer special features that make them exceptional instructional resources. Below you will find a description of these features.

The Mankiw package has many additional resource gems to enhance your instruction, and we encourage you to explore them. You will find descriptions of most of these supplements on the back cover of this guide.

Within this guide we provide "Class Planning Suggestions" as a starting place for incorporating Mankiw resources into your class. We hope they help you discover some of the many avenues available to you in the teaching of *Principles of Economics* with Mankiw.

The Core Text

We offer five versions of Mankiw's *Principles of Economics*:

Principles of Economics • Principles of Microeconomics • Principles of Macroeconomics • Brief Principles of Macroeconomics • Essentials of Economics.

Each version includes the elements described below:

TEN PRINCIPLES

The **Ten Principles**, explained in Chapter 1, introduces the students to the economist's view of the world. They are referred to throughout the text to remind students that these principles are the foundation for most economic analysis.

CASE STUDIES

The text contains numerous **Case Studies** that apply the theory that has just been developed within the text.

"IN THE NEWS" BOXES

The text includes excerpts from many newspaper articles, some of which are opinion columns written by prominent economists. These articles, together with Mankiw's brief introductions, show how basic economic theory can be applied.

"FYI"BOXES

These boxes provide additional material "For Your Information." Some of them offer a glimpse into the history of economic thought. Others clarify technical issues. Still others discuss supplementary topics that instructors might choose either to discuss or skip in their lectures.

DEFINITIONS OF KEY CONCEPTS

When **Key Concepts** are introduced in the chapter, they are presented in bold typeface. In addition, their definitions are placed in the margins. This treatment should aid students in learning and reviewing the material.

QUICK QUIZZES

After each major section, students are offered a "Quick Quiz" to check their comprehension of what they have just learned. If students cannot readily answer these quizzes, they should stop and reread material before continuing.

CHAPTER SUMMARIES

Each chapter ends with a brief summary that reminds students of the most important lessons that they have just learned. Later in their study it offers an efficient way to review for exams.

LIST OF KEY CONCEPTS

A list of **Key Concepts** at the end of each chapter offers students a way to test their understanding of the new terms that have been introduced. Page references are included so that students can review the terms that they do not understand.

QUESTIONS FOR REVIEW

At the end of each chapter are **Questions for Review** that cover the chapter's primary lessons. Students can use these questions to check their comprehension and to prepare for exams.

PROBLEMS AND APPLICATIONS

Each chapter contains a variety of **Problems and Applications** that ask students to apply the material that they have learned.

SUGGESTIONS FOR SUMMER READING

On the inside of the back cover, Professor Mankiw recommends books for further reading on the subject of economics.



Key Resources

The key resources for the Mankiw supplements package are the Instructor's Manual, the Test Bank, and the Study Guide, described below. All are available in print versions. The Instructor's Manual and Test Bank are also available on the Product Web site and on the Instructor's Resource CD.

INSTRUCTOR'S MANUAL

The Instructor's Manual offers a detailed **Chapter Outline**, **Key Points**, **Learning Objectives** and **Alternative Classroom Examples**. The Manual identifies stumbling blocks that students may face (**Warnings**) and offers helpful teaching tips (**Bright Ideas**).

The Instructor's Manual also includes solutions to all **Quick Quizzes**, **Questions for Review**, and **Problems and Applications** found in the Text.

TEST BANK

Included in the Test Bank are true/false, multiple-choice, and short answer questions that assess students' critical thinking skills. Easy, medium, and difficult questions outline the process that students must use to arrive at their answers: recall, application, and integration. Questions are organized by text section to help instructors pick and choose their selections. The Test Bank is available in ExamView® Computerized Testing Software and contains all of the questions presented in the printed Test Bank.

STUDY GUIDE

Each chapter of the Study Guide includes **Learning Objectives**, a description of the chapter's **Context and Purpose**, a **Chapter Review**, **Key Terms and Definitions**, **Advanced Critical Thinking Questions**, and **Helpful Hints** for understanding difficult concepts. Students can develop their understanding by doing the **Practice Problems** and **Short Answer Questions**, then assess their mastery of the **Key Concepts** with the **Self-Test**, which includes true/false and multiple choice questions.

(more supplements on back page)



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ISBN 0-324-26164-0



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CLASS PLANNING SUGGESTIONS

	Text	Instructor's Manual	Test Bank	Study Guide	PowerPoint®	WSJ Edition	Ten Principles of Economics Video	Favorite Ways to Learn Economics	Hits on the Web:2004 Mankiw Economics Edition with InfoTrac®	9/11:Economic Viewpoints	Mankiw Xtra! Web Site	
ASSESSMENT	<p>Have students evaluate the Case Studies in an essay or a journal entry. Have them consider the study's effectiveness in furthering their understanding.</p> <p>Assign the Questions for Review and/or the Problems and Applications as homework.Create additional questions based on the models presented in the Text and the Instructor's Manual.</p> <p>Have a short answer section on every test that asks students to relate the Key Concepts of the chapter to the Ten Principles.</p> <p>Quiz students by selecting a few Key Concepts, then ask them to define the concept in their own words.</p> <p>Assign excerpts from books on the list of Suggestions for Summer Reading that illustrate Key Concepts. In an essay or class discussion,have students describe how the excerpt relates to the concept.</p>	<p>Use the Learning Objectives to formulate homework assignments and tests.</p> <p>Require students to write an outline for each chapter. Evaluate it against the Chapter Outline in the Instructor's Manual.</p> <p>Modify the Key Points to create fill-in-the-blank questions, then use at the end of your lecture as a quiz.</p>	<p>Prepare exams and quizzes using multiple choice, true-false, and short-answer essay questions.</p> <p>Cut and paste questions to your own tests from the Word files available from the Product Web Site.</p> <p>Use some of the questions for quizzes.</p> <p>Inquire about the latest Supplemental Test Bank every February.</p>	<p>Have the students take the Self-Test. Have them discuss the problems that they missed in class.</p> <p>Use the Outcomes under Learning Objectives for ideas when planning homework assignments or in-class activities.</p>	<p>Assign individual slides to students to present and explain in class.</p> <p>Use the graphs as templates in test questions, having students fill in missing labels or demonstrate a concept.</p> <p>Ask students to explain the Key Concept associated with selected graphs as part of the short answer portion of a test/exam.</p>	<p>Have the students analyze a WSJ article, relating it to Key Concepts as part of the exam.</p> <p>In the essay portion of the exam,have students relate an excerpt from a WSJ article to one or more of the Ten Principles.</p> <p>Require student to read the WSJ Handbook, then test them on the sections of the newspaper and their purpose.</p>	<p>Review video segments and assign questions to test students' comprehension.</p> <p>Following the showing of a segment or segments, administer a short quiz.</p>	<p>Assign Problem Sets as homework.Collect students' books on a regular basis for assessment.</p> <p>Incorporate questions from the activities into the exams or use them as extra credit questions.</p>	<p>Create critical thinking questions for the exam that relate directly to their Internet research.</p> <p>Assign the Internet Activities for homework or as a project.</p> <p>Require that students visit the Web site for the Mankiw text.Quiz them on the navigation of the Web site or the information/activities provided there.</p>	<p>Add critical thinking questions derived from the in-class discussion of the readings to the exams.</p> <p>Have the students research different industries and develop a presentation on how 9/11 affected them.</p> <p>Provide extra credit to those students that find and present articles illustrating the economic impacts of 9/11.</p>	<p>Assign students a problem from the Graphing Workshop.</p> <p>Assign one of the EconNews articles under EconApps. Have students present the article to the class, or write a guided response.</p> <p>Have the students watch one of the CNN Video Clips (videotape and guide also available),then answer the questions using the online form and submit their answers to your email address.</p> <p>Have students take the Xtra! Quizzes, then submit their answers to you via email.</p>	ASSESSMENT
LECTURE & PRESENTATION	<p>Refer frequently to the Ten Principles in lecture/presentation.</p> <p>During lecture, ask students the Quick Quiz questions.</p> <p>Refer to the Case Studies in class, incorporating similar examples. This will encourage students to read the Case Studies and further their understanding.</p> <p>Illustrate for the students the solutions to the Questions for Review and/or the Problems and Applications.</p> <p>Review the relevant ideas from the Ten Principles that are associated with the chapter.</p> <p>To avoid student confusion,check your terminology against the Key Concepts and explain any differences to students.</p> <p>Use specific examples from the books on the list of Suggestions for Summer Reading in lecture to promote student independent reading.</p>	<p>Present the Alternative Classroom Examples and tie each to one of the Ten Principles.</p> <p>Refer to the Learning Objectives and Key Points when preparing your lecture.</p> <p>Use the Chapter Outline as your lecture notes.</p> <p>Consult the Instructor's Manual for possible in-class demonstrations.</p>	<p>Use the Question Key following each question to set up the exams according to the Learning Objectives or your lecture notes.</p> <p>Review the Test Bank questions following your lecture/presentation to identify effective and relevant questions for the exam.</p>	<p>Review the Learning Objectives and connect them to each section of the text and your lecture/presentation.</p> <p>Consult the Context and Purpose section and use it to help the students understand how the lecture fits into the overall course.</p>	<p>Present chapter material using the Lecture Slides or create an original PowerPoint presentation using just the Exhibits Slides.</p> <p>Make note of slides that could be used in later chapters to clarify Key Concepts, then use them again to help students connect the material.</p>	<p>Find articles in the WSJ that directly relate to the Key Concepts and chapter being discussed.</p> <p>Refer to recent articles in the WSJ regularly to encourage frequent student reading of the paper.</p> <p>Visit the WSJ site regularly for ideas on how to incorporate the WSJ and its news items into your presentation.</p>	<p>Follow each Principle addressed on the video with your own explanations and examples.</p> <p>Research the background of some of the economists presented on the tape, then present their educational backgrounds and fields of expertise as models to students interested in the field of economics.</p>	<p>Plan lecture/presentations with the intention of using one of the Experiments or Problem Sets as a culminating activity.</p> <p>Consult the Instructor's Edition's numerous examples to incorporate into your lecture.</p>	<p>Browse relevant Web sites during lecture/presentation.</p> <p>Incorporate the Hottest Economics Web Sites into your PowerPoint presentation.</p> <p>Show the students the Mankiw Product Web site (http://mankiw.swlearning.com) and Xtra! Web Site (http://mankiwxtra.swlearning.com) during lecture to encourage their exploration of its many study tools.</p>	<p>After students have read an essay, have them present a counterpoint to the author's viewpoint.</p> <p>Use one of the essays as the basis for a lecture developing a Key Concept.</p>	<p>Incorporate relevant EconData, EconDebate, EconLinks and EconNews items into class lecture (video and Multimedia Integration Guide available).</p> <p>Use the questions in the Multimedia Integration Guide or on the Web site as a basis for your lecture preparation.</p> <p>Reinforce chapter material with a CNN Video Clip.</p>	LECTURE & PRESENTATION
CLASSROOM ACTIVITIES & DISCUSSION	<p>Use the Case Studies as foundations for student presentations.</p> <p>Have students create their own case studies to present to the class. Use these as points of discussions.</p> <p>Have students discuss their answers to the Questions for Review in small groups, then present their answers to class.</p> <p>Have students explore the In the News and FYI Boxes in class. Students can discuss/debate the pros and cons of the item in groups or as a whole class, utilizing the Xtra! Web Site's EconNews feature, InfoTrac, or the Hits on the Web booklet for content.</p> <p>To prepare for a test over multiple chapters, create reusable note cards that contain a single Chapter Summary point. Ask students to work in small groups to assign the point to the correct chapter and justify their reasoning.</p>	<p>Use the Classroom Activities suggested for each chapter to enhance discussion and concept attainment.</p> <p>Have students suggest scenarios that can be used as Examples.</p> <p>Review the Warnings and Bright Ideas in class as points of discussion.</p>	<p>Use some of the questions for in-class review, having students discuss why answers are correct and why other options are incorrect.</p> <p>Prepare a sample test for students to take in small groups, requiring them to reach consensus through discussion.Circulate among the groups to guide them toward the correct answers.</p>	<p>Review the Helpful Hints, then have students create their own to share.</p> <p>Have students discuss the Advanced Critical Thinking questions in small groups.</p> <p>Assign the Practice Problems as homework, having them compare their answers to those in the guide. Allocate time in class to allow students to ask for further clarification on difficult problems.</p>	<p>Have students create new slides, for example, have them create their own slide examples of the Ten Principles.</p> <p>Modify slides so that they are intentionally erroneous, then use them for review sessions. Have the students carefully examine your presentation to find the errors and have them suggest and explain the correction.</p>	<p>Have students bring in articles of interest from the WSJ to discuss with the class, possibly identifying the relevant Principle.</p> <p>Plan time once a week for a student to present a WSJ article, explaining the economics behind the news.</p>	<p>Have students discuss the arguments presented by the economists. Have them prepare arguments in favor of and in opposition to the issue presented.</p> <p>After viewing a segment, have students write a response in their journal. Provide general questions to encourage response, such as "What would you want to find out more about?" or "What questions did the speaker raise in your mind?"</p>	<p>Have students do one of the Experiments or Problem Sets. Have students present results.</p> <p>Consult the margins of the Instructor's Edition's for numerous activity and demonstration suggestions.</p> <p>Have students do Problem Sets in small groups.</p>	<p>Have students explore InfoTrac resources in a wired classroom or schedule time in a computer lab classroom.</p> <p>Have students present articles they have found using InfoTrac that relate to chapter topics.</p> <p>Use the Internet Activities as an activity in the wired classroom.</p>	<p>Prior to assigning readings from the booklet,have students discuss what they believe some of the economic impacts are of 9/11.</p> <p>Assign a particular article to the class, then use the Discussion Questions for class or small group discussion.</p> <p>Have students debate points within the essays.</p>	<p>Assign one of the EconNews articles under EconApps. Have students present the article to the class or write a guided response.</p> <p>Assign a CNN Video Clip to a group of students and ask them to present the economics behind the story shown.</p> <p>Have the students watch a CNN Video Clip on the Xtra! Web Site or view the videotape. Then discuss the questions provided on the Web page (or in the Multimedia Integration Guide).</p> <p>Hold classroom debates using the EconDebate Hot Debate topics and links as a source.</p>	CLASSROOM ACTIVITIES & DISCUSSION
EXTENDED PROJECTS & ACTIVITIES	<p>Have students research and develop their own case studies. Compile in a booklet and use as basis for class discussion,evaluation,and debate.</p> <p>Have students present the solutions to the Problems and Applications as a routine class activity.</p> <p>Have students keep a journal to record where they encounter economics in their daily lives, and how their experiences relate to the Ten Principles. On a regular basis, require that they submit selected journal entries to you.</p> <p>Have students develop Jeopardy-type questions with the Key Concepts as the answer. Arrange time in class to quiz them using their questions.</p> <p>Have students find similar articles to those presented in the In the News features for discussion.</p> <p>Have students review the Suggestions for Summer Reading, choose a text,then write a report or make a presentation.</p>	<p>Have students develop their own Alternative Classroom Examples.</p> <p>Use one of the Classroom Activities.</p> <p>After covering one or two chapters, share the chapter from the Instructor's Manual with the students. Have them create their own Warnings and/or Bright Ideas. Submit them to the Manual's author for possible use in future editions.</p>	<p>As a culminating activity, provide students with a brief sample test then have them construct their own tests covering all content from the assessment period.</p> <p>Have students keep a journal to record where they encounter economics in their daily lives. Provide them with a short answer question for every class meeting to address in their journal.</p>	<p>Assign the Advanced Critical Thinking section as homework.Have each student lead the discussion of the questions and answers at least one time during the academic term.</p> <p>Have students complete sections of the Study Guide during the term,then accept their work for extra credit.</p>	<p>Use the Lecture Slides to review main ideas of a chapter prior to the exam.</p> <p>Assign Slides to students to present and explain in class.</p> <p>Have students use the PowerPoint® Lecture Notes during class and require them to link specific slides to the Ten Principles.</p>	<p>Encourage students to use the WSJ Handbook to become familiar with the Journal,then use it as a resource for regular assignments throughout the term.</p> <p>Have students write an article in the style of a specific WSJ feature column, using the many research tools available for their content (InfoTrac, EconNews, Hits on the Web).</p>	<p>Have students research the biographies of the economists presented on the videos. Have them report on their achievements.</p> <p>As a culminating activity, show one or two of the Principles segments, then have the students write scripts for one of the Principles not shown (actual filming optional).</p>	<p>Have students form groups and develop their Experiments and Problem Sets based on examples presented in the text.</p> <p>Have the groups exchange activities and evaluate them.</p> <p>For extra credit,have students create their own experiments.</p>	<p>Have students read the section on "Evaluating Web Sources." Using these guidelines, have students evaluate the EconLinks under EconApps(Xtra! Web Site) or other economics links.</p> <p>Have students write evaluations of some of the sites listed in HITS Hottest Economics Sites on the Web.</p>	<p>Assign essays to groups of students and then have them research it further and present their findings. Use the Xtra! Web Site to find information.</p> <p>Require students to record a response in their journal after reading an assigned essay.</p>	<p>View the CNN Economics Video or a news program,then have students film their own segment using the same format.</p> <p>Use the EconLinks feature on the Xtra! Web Site to research relevant and current examples of the Ten Principles.</p> <p>As a major project,have students develop a full debate using the same format as EconDebate: Issues and Background, Primary Resources and Data,and Different Perspectives in the Debate.</p>	EXTENDED PROJECTS & ACTIVITIES
STUDENT SELF-HELP	<p>Recommend students make notes in the margins while reading the text for review purposes. The notes can identify points of confusion or the student's own helpful hints.</p> <p>Encourage students that struggle with concepts to work through the Case Studies.</p> <p>Suggest that students use the Quick Quizzes and the Problems and Applications as study aids. Provide students with answers to the problems and quizzes (found in the Instructor's Manual).</p> <p>Have students photocopy Table 1 from Chapter 1 (Ten Principles) and use it as a reference tool to relate reading assignments to one or more of the Principles.</p> <p>Suggest that the student create flashcards for each Key Concept.</p> <p>If a student is having difficulty with a particular Key Concept, encourage him or her to read an excerpt from one of the books on the list of Suggestions for Summer Reading dealing with the concept.</p>	<p>Read the sections marked with Icons to better understand where the students may have difficulty.</p> <p>Recommend that the student create a chapter outline, and then copy the outline from the Instructor's Manual for the student to use in self-assessment.</p>	<p>Provide students with copies of the answers to the Problems and Applications and the Quick Quizzes for study and review.</p> <p>Use ExamView® to generate practice quizzes for students struggling with particular concepts.</p>	<p>Using the student resources on the Xtra! Web Site, have the students locate features that support the Learning Objectives.</p> <p>Suggest the student read the Conclusion at the end of the Chapter Review, then have him or her identify the Principles demonstrated.</p>	<p>Encourage students to use the PowerPoint Lecture Notes during lecture.</p> <p>Suggest that students make note of the slides used during lecture that were confusing,then visit the Graphing Workshop for a tutorial on a similar graph,if available.</p>	<p>Encourage students to take advantage of the subscription and to read the WSJ daily during the course and beyond.</p> <p>Recommend that the student keep a dictionary handy while reading WSJ articles and use it to look up unknown words.</p>	<p>Have the students review the tapes to reinforce their understanding of the Ten Principles.</p> <p>Create a worksheet using Table 1 in Chapter 1 of the text.Add space between the Principles for the student to take notes while viewing the video.</p>	<p>Assign Problem Sets for students that are experiencing difficulty with particular concepts.</p> <p>Encourage students to use the manual,and help them identify what sections of the manual would help in their understanding of Key Concepts.</p>	<p>Assign students the review questions in the booklet.</p> <p>Encourage students to utilize InfoTrac to explore topics that are of personal interest,then have them relate their findings to the Ten Principles.</p>	<p>When reading assigned essays, suggest that students consult the text glossary for terms that are unfamiliar. Suggest other resources that might help students with terminology.</p> <p>Create a glossary of unfamiliar economic terms or provide notes explaining difficult terms or arguments used in the essays you intend to assign often.</p>	<p>Have the students view the CNN Video Clips independently on the Xtra! Web Site, answer the discussion questions provided,and connect material with the Ten Principles.</p> <p>Students can use the MAP to achieve a deeper understanding of difficult concepts.</p> <p>Students can practice working with graphs and attain a deeper understanding of Key Concepts using the Graphing Workshop.</p> <p>Students seeking clarification of Key Concepts can watch the Ask the Instructor video clip.</p>	STUDENT SELF-HELP