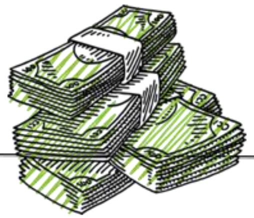
Cengage学科资源中心
Teaching Resource Center

Cengage简介

Annual Revenue

~$1.4 billion



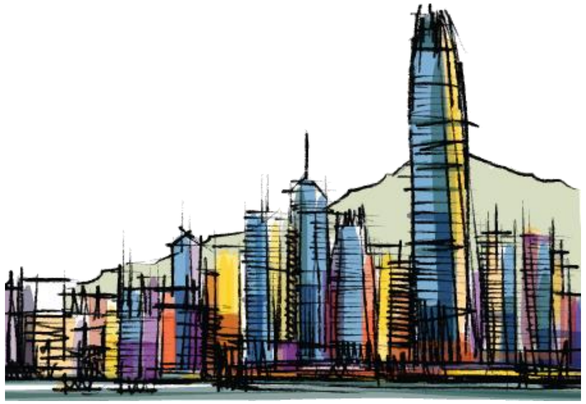
5,000+

Employees

Operations in more than

40 countries

- ✓ 在全球40多个国家设立办事处或有工作人员
- ✓ 产品销往全球120多个国家和地区
- ✓ 超过10亿学习者正在使用Cengage产品
- ✓ 北京、上海、深圳设有办公室



Cengage学科资源中心 Teaching Resource Center

Cengage学科资源中心Teaching Resource Center (TRC)数据库--是Cengage出版集团服务中国高校教学工作的教参资源类产品。

Cengage学科资源中心 Teaching Resource Center

名校大师的优质课程资源

教学参考资源中心所汇集的课程资源是由来自全球上百所大学的名师撰写与编辑，多被全球顶尖大学采用作为课程资源。

教学资源丰富，体系科学

教学参考资源中心拥有优质的教学参考资源，包含丰富内容，资源数量庞大。每套资源都拥有科学的教学体系，并且内容完整，教师可根据需要选择使用。

学科全面，匹配度高

教学参考资源中心所涵盖的学科全面，包括理学工程、人文社科、经济管理三大类，37个一级学科，四百余个二级学科，高度匹配高校课程设置。

名校大师优质资源

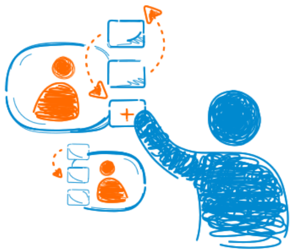
哈佛最年轻的终身教授, N. Gregory Mankiw

著名数学家，全球最知名的微积分教科书的编写者，James Stewart

McMurry反应的发现者，康奈尔大学教授，John E. McMurry

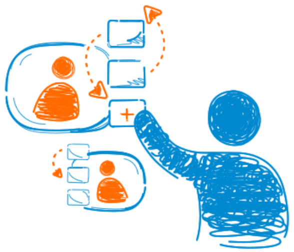
斯坦福大学地震中心的创立者，土木工程系系主任，James Gere

部分名校作者



哈佛大学： N. Gregory Mankiw, Krishna G. Palepu, Paul M. Healy, Robert J. Barro
耶鲁大学： Craig Wright, Roman Kuc, Susan Nolen-Hoeksema
斯坦福大学： James Gere, Janice E. Stockard, Douglas A. Skoog, Hazel Rose Markus
康奈尔大学： John E. McMurry, William Trochim
普林斯顿大学： Alan S. Blinder
波士顿大学： Fred S. Kleiner, David H. Barlow, Stefan Hofmann, Timothy A. Brown
芝加哥大学： John Cacioppo, Roman L. Weil, Laurie J. Butler
布朗大学： Jeff Todd Titon
杜克大学： Jennifer Francis, Thomas Nechyba
达特茅斯学院： Christopher Snyder
加州大学伯克利分校：Justin Sweet
加州大学洛杉矶分校：H. Pat Gillis
加州大学： Reza Abbaschian, Leo R. Chavez, Napoleon A. Chagnon, Jessica M. Utts, Gary M. Walton, Roland G. Tharp, Robert M. Kaplan

部分名校作者

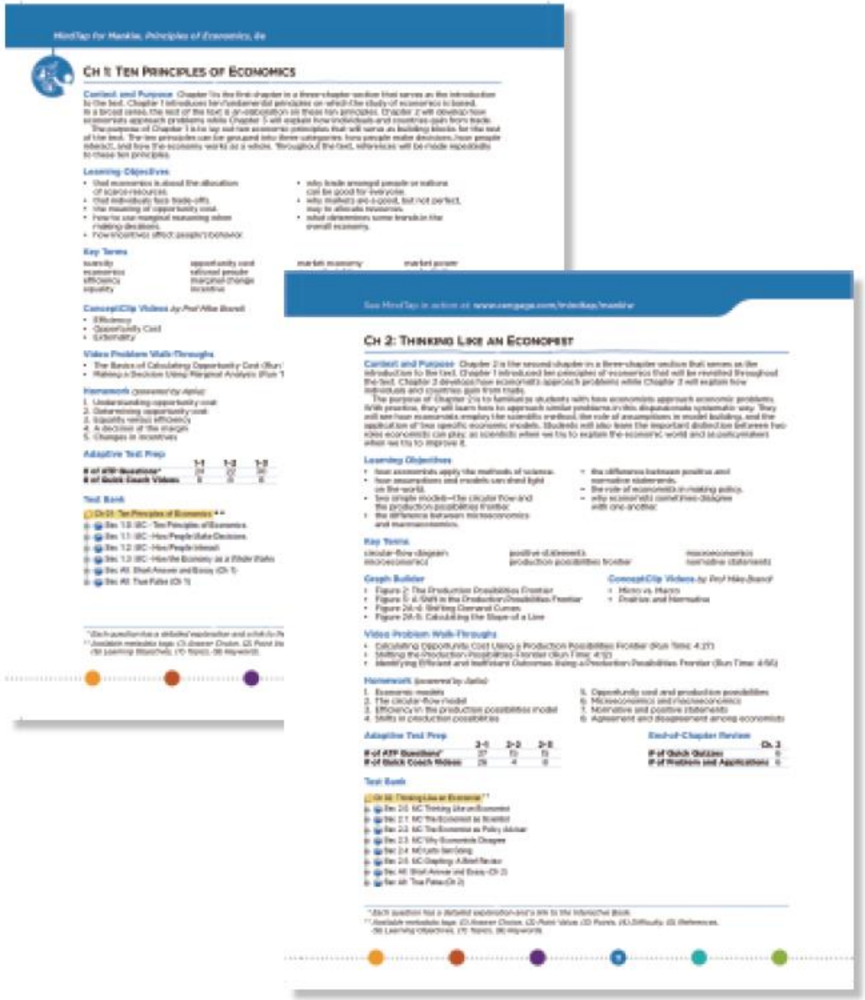


宾夕法尼亚州立大学： Ron Larson, Robert F. Heckard, Stanley M. Gully, Jean Phillips, Andrew Pytel, Jaan Kiusalaas
纽约大学： William J. Baumol
圣母大学： Lawrence S. Cunningham, Frank K. Reilly, James R. Brockmole
华盛顿大学： Patricia Shehan Campbell, Steven M. Demorest, Mohamed El-Sharkawi
匹兹堡大学： E. Bruce Goldstein, Robert R. Pagano, James R. McGuigan,
圣三一大学： David A. Macpherson, Maurice Eggen
威斯康星大学麦迪逊分校： Larry E. Rittenberg， Karla M. Johnstone, John W. Moore,
德州农工大学： Ricky W. Griffin, Larry Brown, Vickie Williamson, Larry Peck, John L. Hogg
帝国理工学院（英国）： Daniel S. Balint
欧洲工商管理学院（法国）： Gabriel Hawawini, Claude Viallet
南洋理工大学（新加坡）： Joyce Fung, Fadhlina Samsudin Oon-Seng Tan, Yen-Leng Stefanie Chye, Kek-Joo Lim, Bee-Leng Chua
香港大学(中国香港)： David Bishop, David Seungwoo Lee

教学参考资源丰富

学科资源中心TRC整合了优质的课程资源，包含了丰富的资源内容，原版电子书、教师手册的基础上，还提供了教学PPT、题库、习题解答、课堂活动资料、阅读延伸材料、教学卡片、实验手册等等

例如：曼昆的《宏观经济学》全书共464页，教师手册共622页，题库共5742页，每一章都配有PPT，每章节大概30-50页PPT，还有习题解答、在线教学平台的使用指导、课堂活动资料等教学资源。

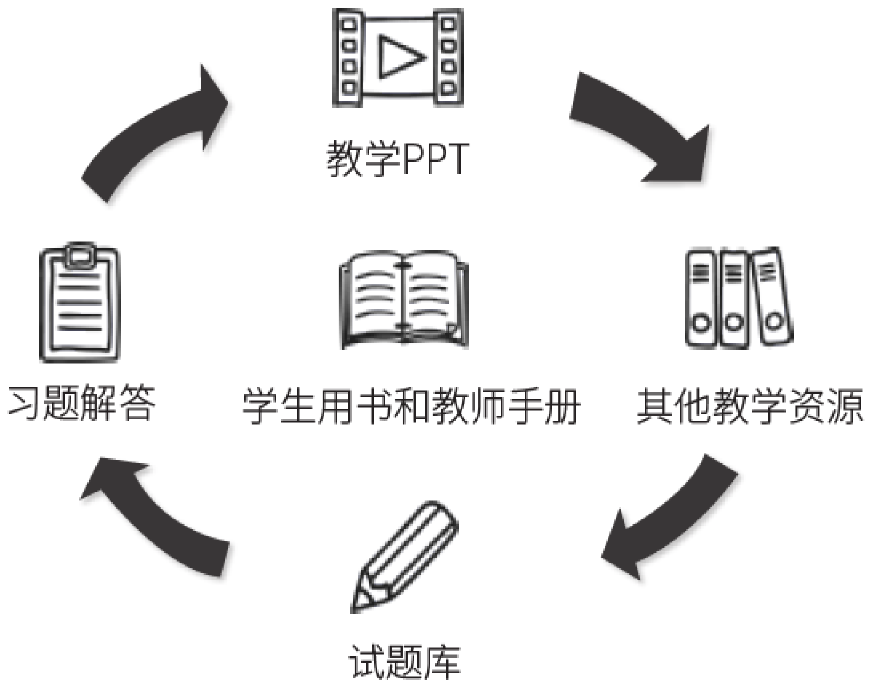

CH 1: TEN PRINCIPLES OF ECONOMICS

CH 2: THINKING LIKE AN ECONOMIST

教参体系科学

★ 复现名校教学

★ 同步美国大学课程的教学思想、教学流程和课程组成元素



- 课堂活动资料
- 阅读延伸材料
- 教学卡片
- 实验手册

等等

课程全面，匹配度高

资源中心涵盖的课程资源全面，包括经济管理、人文社科和理学工程三大类课程，37个一级学科和400余个二级学科课程，每门课程都有多套教学资源，共计1300余个学科教学资源。上海对外经贸大学图书馆采购经济学43个、金融21个、税务7个学科教学资源。

经济学学科包：

宏观经济学、微观经济学、经济学史、健康经济学、国际经济学、卫生经济学、公共经济政策、计量经济学、货币银行学……

金融学科包：

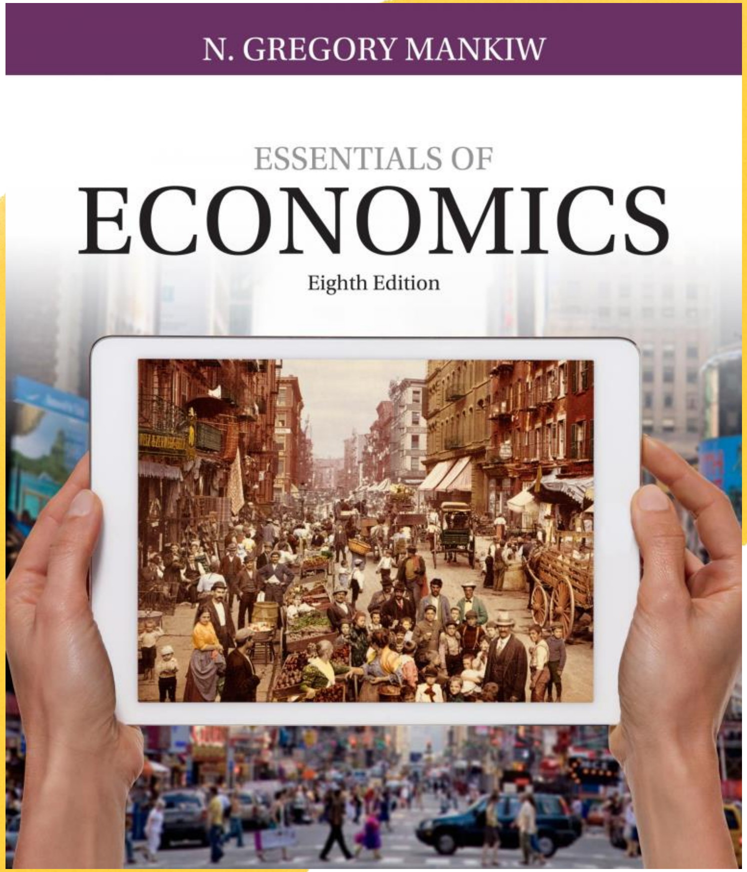
个人理财、企业金融、投资学、金融市场和机构、创业融资、财务电子报表、银行管理、金融管理、衍生品风险管理……

税务学科包：

个人所得税、美国联邦税务研究、企业税收概要……

资源案例详解

课程：**经济学原理**
选用教材：*Principles of Economics*
作者：格里高利.曼昆 Mankiw



《曼昆经济学原理》是全球学生最流行、最广泛使用的经济学教科书，可以帮助学生从头开始掌握经济学的基础知识。曼昆经济学凭借其清晰而引人入胜的写作风格，帮助学生从经济学的角度更好地了解自己生活所处的世界，并体会中外各种经济政策的潜力或局限性。

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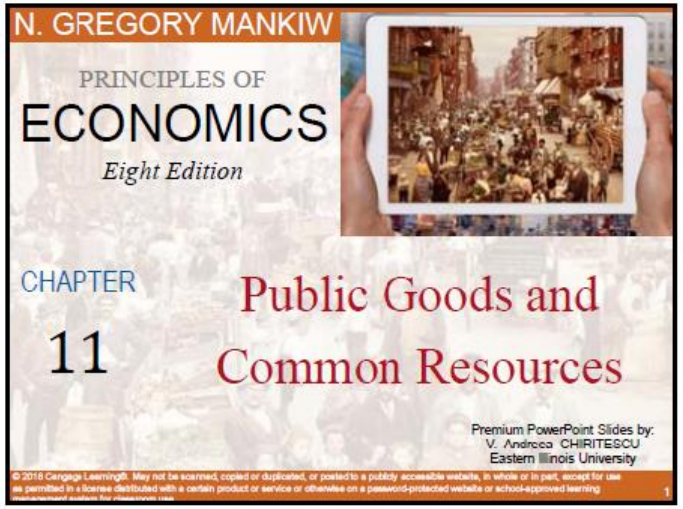
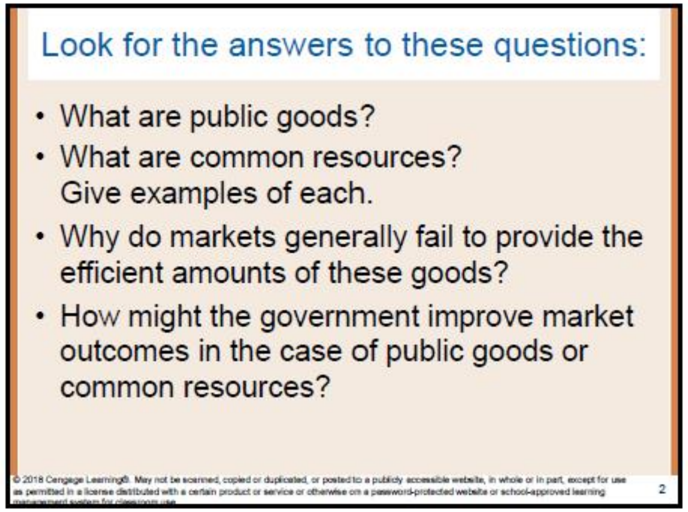
Principles of Economics





PowerPoint Lecture Tools

PPT讲义

制作了完备的PPT讲义，包含了书中全部知识点包括案例、图表、图例等等。PPT讲义结合教师手册制作，帮助教师节省大量备课和制作讲义的时间。

CENGAGE

Principles of Economics

1 TEN PRINCIPLES OF ECONOMICS

WHAT'S NEW IN THE EIGHTH EDITION:

There is a new case study "Adam Smith Would Have Loved Uber."

LEARNING OBJECTIVES:

By the end of this chapter, students should understand:

- that economics is about the allocation of scarce resources.
- that individuals face trade-offs.
- the meaning of opportunity cost.
- how to use marginal reasoning when making decisions.
- how incentives affect people's behavior.
- why trade among people or nations can be good for everyone.
- why markets are a good, but not perfect, way to allocate resources.
- what determines some trends in the overall economy.

CONTEXT AND PURPOSE:

Chapter 1 is the first chapter in a three-chapter section that serves as the introduction to the text. Chapter 1 introduces ten fundamental principles on which the study of economics is based. In a broad sense, the rest of the text is an elaboration on these ten principles. Chapter 2 will develop how economists approach problems while Chapter 3 will explain how individuals and countries gain from trade.

The purpose of Chapter 1 is to lay out ten economic principles that will serve as building blocks for the rest of the text. The ten principles can be grouped into three categories: how people make decisions, how people interact, and how the economy works as a whole. Throughout the text, references will be made repeatedly to these ten principles.

Instructor Guide

1. 建议时间和重点

作者列出“平均”需要花费在每章课程的时间，以及本章内容是推荐还是选择性的。

2. 课程重点

总结了每一章的重点内容。

3. 随堂测试

一些老师喜欢用一个问题或者一个小的随堂测试开始每节课的内容，所以作者添加了这个部分。

Principles of Economics

KEY POINTS:

- The fundamental lessons about individual decision making are that people face trade-offs among alternative goals, that the cost of any action is measured in terms of forgone opportunities, that rational people make decisions by comparing marginal costs and marginal benefits, and that people change their behavior in response to the incentives they face.
- The fundamental lessons about interactions among people are that trade and interdependence can be mutually beneficial, that markets are usually a good way of coordinating economic activity among people, and that the government can potentially improve market outcomes by remedying a market failure or by promoting greater economic equality.
- The fundamental lessons about the economy as a whole are that productivity is the ultimate source of improving living standards, that growth in the quantity of money is the ultimate source of inflation, and that society faces a short-run trade-off between inflation and unemployment.

CHAPTER OUTLINE:

I. Introduction

> Begin by pointing out that economics is a subject that students must confront in their daily lives. Point out that they already spend a great deal of their time thinking about economic issues: changes in prices, buying decisions, use of their time, concerns about employment, etc.

A. The word "economy" comes from the Greek word *oikonomos* meaning "one who manages a household."

B. Both households and economies face many decisions about how to allocate resources.

C. Resources are scarce so they must be managed carefully.

> You will want to start the semester by explaining to students that part of learning economics is understanding a new vocabulary. Economists generally use very precise (and sometimes different) definitions for words that are commonly used outside of the economics discipline. Therefore, it will be helpful to students if you follow the definitions provided in the text as much as possible.

D. Definition of **scarcity**: **the limited nature of society's resources.**

E. Definition of **economics**: **the study of how society manages its scarce resources.**

> Because most college freshmen and sophomores have limited experiences with viewing the world from a cause-and-effect perspective, do not underestimate how challenging these principles will be for the student.

> As you discuss the ten principles, make sure that students realize that it is okay if they do not grasp each of the concepts completely or find each of the arguments fully convincing. These ideas will be explored more completely throughout the text.

Instructor Guide

4. 教学材料

本部分是对课堂教学的综合指导，例如向学生介绍知识点，如何引起学生主动思考，学生的易错点等等。

Principles of Economics

Activity 1—Getting Dressed in the Global Economy

Type:	In-class assignment
Topics:	Specialization, interdependence, self-interest, consumer choice, trade
Materials needed:	None
Time:	20 minutes
Class limitations:	Works in any class size

Purpose
The advantages of specialization and division of labor are very clear in this example. The worldwide links of the modern economy are also illustrated. We depend on thousands of people we don't know, won't see, and don't think about to get dressed each morning. Self-interest follows naturally from interdependence. Wages, profits, and rents give people the incentive to perform these varied tasks. We depend on them to clothe us and they depend on our purchases for their incomes.

Instructions
Ask the class to answer the following questions. Give them time to write an answer to each question, then discuss their answers before moving on to the next question. The answer to the first question can be brief. The second question is the core of the assignment and takes several minutes. Ask them to list as many categories of workers as possible. The third question introduces demand concepts; you can introduce most of the determinants of demand during this discussion. For the fourth question, ask the class to look at the country-of-origin tags sewn in their garments.

1. Where did your clothes come from?
2. Who worked to produce your clothes?
3. What things do you consider when buying a garment?
4. In what countries were your clothes produced?

Common Answers and Points for Discussion
1. Where did your clothes come from?

There are many possible ways to answer, but many students will say "the mall" or another retail outlet. Some may say "a factory," "a sweatshop," or "a foreign country."

Mention the importance of markets. Ask "Is anyone wearing something made by themselves, a friend, or a relative?" and discuss distribution versus production.

2. Who worked to produce your clothes?

There are many possible answers; garment and textile workers are obvious but most students will also list workers dealing with raw materials, transportation, management, design, or machinery. Some may think more broadly to investors, road crews, bankers, engineers, or accountants.

3. What things do you consider when buying a garment?

Most answers focus on preferences (fit, style, quality, color). Price is cited less frequently. Ask about the importance of price until someone volunteers that income is important. Prices of substitute goods and expectations of price changes may also be mentioned.

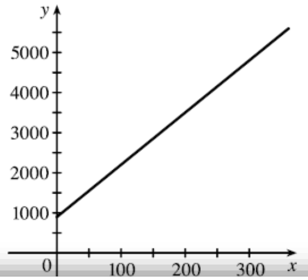
Instructor Guide

5. 课堂活动/分组讨论

通过精选的范例以及课堂活动/分组讨论的形式， 帮助学生理解和掌握知识点。

Principles of Economics

18. (a) Let x denote the number of chairs produced in one day and y the associated cost. Using the points $(100, 2200)$ and $(300, 4800)$, we get the slope $\frac{4800-2200}{300-100} = \frac{2600}{200} = 13$. So $y - 2200 = 13(x - 100) \Leftrightarrow y = 13x + 900$.



(b) The slope of the line in part (a) is 13 and it represents the cost (in dollars) of producing each additional chair.

(c) The

the

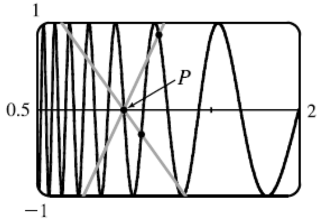
9. (a) For the curve $y = \sin(10\pi/x)$ and the point $P(1, 0)$:

x	Q	m_{PQ}
2	$(2, 0)$	0
1.5	$(1.5, 0.8660)$	1.7321
1.4	$(1.4, -0.4339)$	-1.0847
1.3	$(1.3, -0.8230)$	-2.7433
1.2	$(1.2, 0.8660)$	4.3301
1.1	$(1.1, -0.2817)$	-2.8173

x	Q	m_{PQ}
0.5	$(0.5, 0)$	0
0.6	$(0.6, 0.8660)$	-2.1651
0.7	$(0.7, 0.7818)$	-2.6061
0.8	$(0.8, 1)$	-5
0.9	$(0.9, -0.3420)$	3.4202

As x approaches 1, the slopes do not appear to be approaching any particular value.

(b)



We see that problems with estimation are caused by the frequent oscillations of the graph. The tangent is so steep at P that we need to take x-values much closer to 1 in order to get accurate estimates of its slope.

Solution Manual

习题解答

提供了全书完整的习题解答，所有习题答案都经过检验。帮助教师节省自己解题的时间。

本套资源最为人称道的特点之一，就是习题的有效性和答案的准确性。

Principles of Economics

Sec 1.0: MC - Ten Principles of Economics

1. The English word that comes from the Greek word for "one who manages a household" is
   a. market.
   b. consumer.
   c. producer.
   d. economy.

ANSWER:	d
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	Ten Principles of Economics
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	ECON.MANK.012 - Apply basic, economic principles of individual decision making that determine how an economy generally works.
NATIONAL STANDARDS:	United States - BUSPROG: Analytic | Technology - BUSPROG: Analytic
TOPICS:	Economic thinking
KEYWORDS:	BLOOM'S: Knowledge
DATE CREATED:	11/28/2018 8:17 AM
DATE MODIFIED:	11/28/2018 8:17 AM

Test Bank

题库

熟能生巧！除了书后习题，还准备了大量额外的习题，给老师提供更多选择。题库最后都配有答案和详尽的解题过程。

Finance Curriculum

Introductory

ENTREPRENEURIAL FINANCE
- Leach

CORPORATE FINANCE
- Ehrhardt
- Brigham

SURVEY
- Mayo

PERSONAL FINANCE
- Garman
- Ryan

Second Level

INTERNATIONAL FINANCE
- Madura

INVESTMENTS
- Mayo

FINANCIAL INSTITUTIONS
- Madura

Senior / MBA

OPTIONS/DERIVATIVES
- Chance

CORPORATE FINANCE
- Brigham Theory and Practice

INVESTMENTS
- Reilly/Brown

Economics Curriculum

Introductory Courses

PRINCIPLES OF ECONOMICS
- Mankiw
- Arnold
- Tucker
- Boyes/Melvin
- McEachern
- Gwartney
- Baumol

SURVEY OF ECONOMICS
- Tucker
- Sexton

Intermediate Level Courses

INTERMEDIATE MACRO
- Barro

International Economics
- Carbaugh

MANAGERIAL ECONOMICS
- Froeb
- McGuigan

INTERMEDIATE MICRO
- Nechyba
- Nicholson

Upper Division/Special Interest Courses

HEALTH
- Henderson

M & B
- Brandl

ECONOMETRICS
- Wooldridge

LABOR
- Hyclak

PUBLIC FINANCE
- Hyman

MBA

- Mankiw

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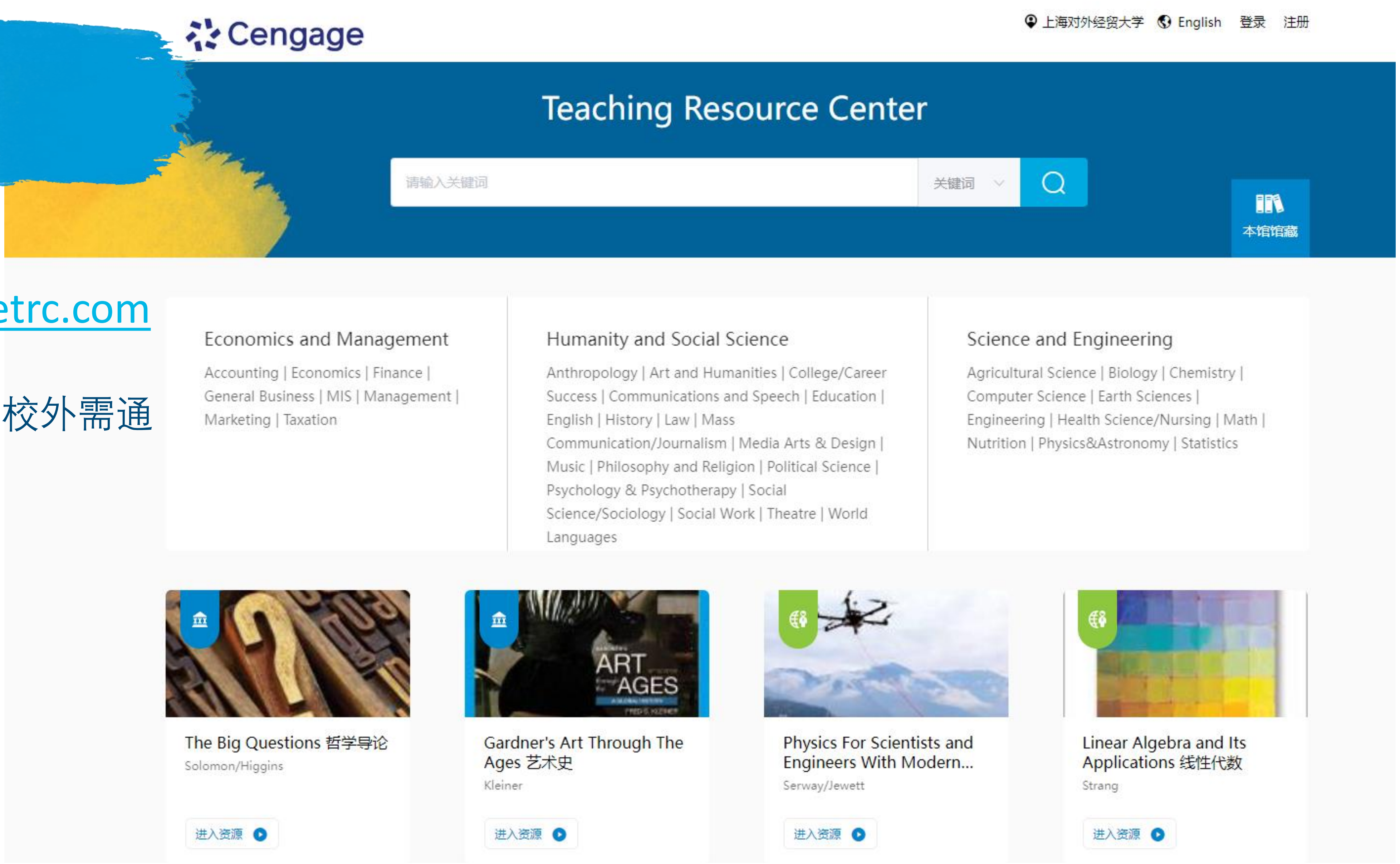
产品展示



网址：www.cengagetrc.com

访问方式：校内IP段， 校外需通过校园VPN

产品展示

教材名称：

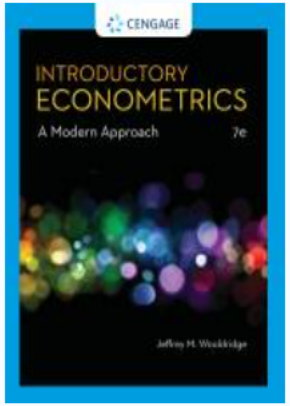
- Introductory Econometrics

教材资源

学生用书简介	目录	教师资源下载

本资源仅供教师下载。点击下方锁形按钮，在弹出页面填好验证信息，一个工作日内，后台将完成审核并邮件通知您，届时您重新登录即可下载。

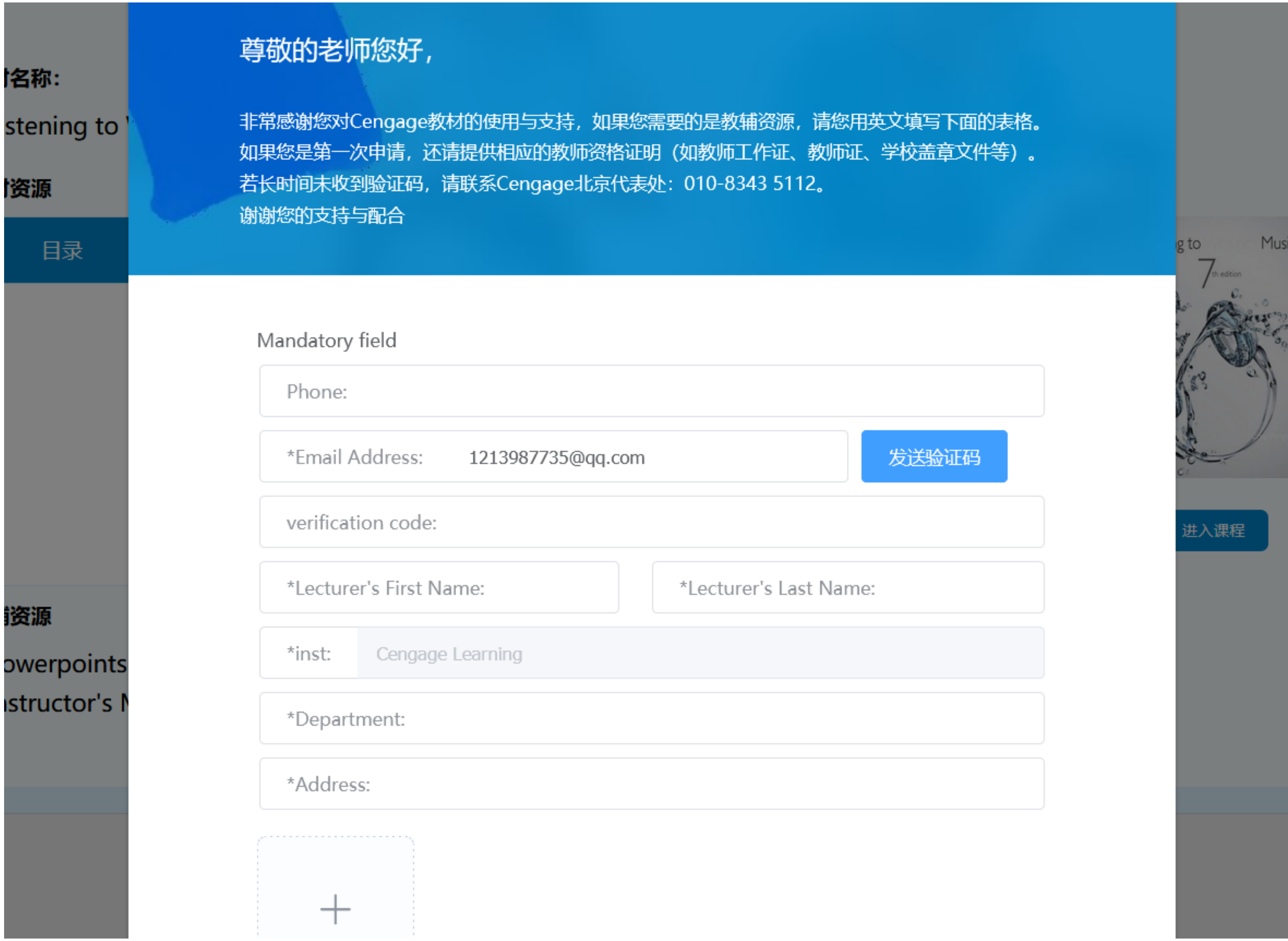
- Data Sets.zip
- Instructor Manual.zip
- Powerpoint.zip
- Scientific Word Slides.zip
- Solutions Manual.zip
- Test Bank-Angel.zip
- Test Bank-Blackboard.zip



点击阅读

产品展示

教师注册页面



CENGAGE

产品展示

电子书阅读页面

我们希望能通过优质的教学参考资源，服务高校建设高水平本科教育。