



ECON 2106E Principles of Microeconomics Course Syllabus

Summer thru session 2023

INSTRUCTOR Teaching Assistant

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During the term, my TA and I will strive to respond quickly to email queries. In addition, my TA will hold regular Zoom office hours each week and I will be available via Zoom by appointment.

WELCOME TO ECON 2106E

This is the online version of the University of Georgia's standard microeconomics principles course (ECON 2106) and is designed to be every bit as rigorous. There are no face-to-face meetings or synchronous elements. This section follows the schedule of the [Summer Thru Term](#).

The course is delivered through [eLearning Commons](#) (eLC). Through eLC you will have access to all course materials, as well as MyLab Economics, which provides the course learning activities and much of the content. MyLab Economics is Pearson's (the textbook publisher's) online learning and assessment platform for Economics. It is customized for and integrated with your textbook. *You must purchase access.*

Your success in ECON 2106E will depend heavily on your motivation, discipline and organization. During the academic year, this course meets three hours per week for 15 weeks. The typical student needs to spend three hours outside of class for every hour in class – or about nine hours per week – to master the material. The summer thru session is half as long, so expect to allocate twice as many hours each week. My TA and I will be available to guide you through and address your questions as they arise. You should see us as facilitators, tutors and coaches. Like every coach, we want our team to win, but winning this game will require substantial player effort. *You should start by doing 2 things:*

1. [Purchase](#) the text with MyLab Economics access.
2. Carefully review the course schedule and incorporate it into your summer calendar.

COURSE DESCRIPTION (as reflected in the [UGA Bulletin](#))

Examines the allocation of scarce resources by consumers and producers in markets, emphasizing the role of prices. The limits of markets and the consequences of government intervention are also studied.

COURSE OBJECTIVES

After completing this course, you should

1. understand the economics of decision-making;
2. grasp the basic economic problems firms face;
3. recognize when markets work well and when they don't; and
4. possess a basic foundation for evaluating government policy.

TOPICAL OUTLINE

0. Getting started
1. Scarcity and resource allocation
2. Demand and supply analysis
3. Consumer theory
4. Producer theory
5. Equilibrium in competitive markets
6. Market power
7. Market limits and failures

COURSE MATERIALS

Required text: Case, Fair and Oster, *Principles of Microeconomics 13e*, Boston: Prentice Hall (2020) (hereafter, CFO).

You must purchase the 13th edition along with MyLab Economics access. I strongly recommend the electronic version, which is viewable within MyLab Economics. *To register for MyLab*, follow the instructions appended to this syllabus. These instructions are posted separately on eLC.

You will also have access to slide decks that cover each topic. They are posted on eLC with the module to which they correspond by text chapter.

Other required content

In addition to the text, I have assigned a variety of supplemental readings, podcasts and videos to emphasize important course concepts. The course schedule provides a direct link to each item. Accessing the articles through the course schedule links may, in some instances, require free registration by the host site. PDF copies of all articles, as well as the links to audio and video content, are also posted on eLC with the module to which they correspond.

The Study Plan

The most important component of the course design is the Study Plan, which provides an exercise, problem and quiz-based guide to the course material. Every topic in the course schedule corresponds to one or more sections of the Study Plan. Each section is comprised of a set of exercises and problems, which lead to a quiz that will assess your progress. Each exercise or problem has a collection of [learning aids](#) that will point you to the solution. MyLab Economics also has an [adaptive-learning algorithm](#) which uses your quiz performances to formulate Study Plan practice recommendations that will move you toward content mastery. You will find additional opportunities for skill mastery through sample quizzes (separate from those that test your Study Plan progress) associated with each text chapter. Finally, Pearson provides [Dynamic Learning Modules](#), an interactive resource for stimulating and reinforcing learning from the text readings and Study Plan activities.

The Study Plan exercises, problems and quizzes do not directly count toward your grade (although they are scored by MyLab), but your module-test and final-exam questions will be directly based on them. So, if there is a recipe for success in ECON 2106E, it is to *follow the plan*. The data from previous offerings of the course strongly back up this claim.

ASSIGNMENTS AND GRADING POLICY

Performance will be evaluated on the basis of seven module tests and a final exam, weighted as follows:

Component	Weight	Notes
7 module tests	50%	Your lowest score will be dropped. Each of your six highest scores will amount to 8.3% of your total grade.
cumulative final exam	50%	

Module test and final exam administration

You will take and submit each module test and the final exam through the Assignments tool in MyLab Economics. All module tests are accessible on the first day of class, but each has a specific deadline for completion that coincides with the module timetable outlined in the course schedule. The deadlines are also clearly posted on in MyLab Economics. In addition, each module test is a prerequisite for the next. *So, you must attempt each module test before it “expires” and in the prescribed order.*

The first module test has a Getting Started quiz as its prerequisite. The Getting Started quiz does not contribute to your grade, but you must complete it with a score of 100. The Getting Started quiz is not timed, and your attempts are not limited.

The module tests are not timed either, but you are allowed only one attempt per test. If there is an interruption in your MyLab Economics session during a test, you will be able to re-access it. *There will be no make-up module tests and a missed test will receive a grade of zero.* Completed module tests will be available for review after their deadlines expire.

The final exam will be accessible from 600a on Thursday, August 3 to 1159p on Friday, August 4, (all times are EDT), and it will be timed. Once you begin the exam, you will have *90 minutes* to complete and submit it.

For the module tests, you may refer to any MyLab Economics resource, the text or the supplemental readings. In this sense, the module tests are “open book”. As formative assessments, the untimed, open-book nature of the module tests is intended to help you incrementally build toward mastery of the course material. Choosing not to faithfully work through the Study Plan and complete the module tests will result in a severe handicap on the final exam, where the stakes are high.

The final exam is closed book. *For the final exam, you are not permitted to use any course resource or any external resource (including but not limited to generative AI).* You may use a calculator as an aid for solving problems with numerical solutions. Your performance on the final exam should reflect only your own work. *You are not permitted to confer with anyone, period.* Taking any of these impermissible actions will constitute a violation of UGA's academic honesty policy.

Why a 50-percent final?

The final exam accounts for half (50%) of your total grade. Why such a high-stakes assessment? I believe real mastery of the course material is indicated by a strong performance on a timed, summative assessment like a cumulative final exam. Placing a large weight on the final is intended to promote effort toward preparing for that assessment. The module tests are low-stakes formative assessments designed to prepare you for that final demonstration of mastery. Because the module tests are untimed and open-book, they provide opportunities to earn good scores that will comprise the other half of your course grade, balancing out the effect of the final.

Grade policy

Your grade will depend on your rank in the final average points distribution derived from the module-test and final-exam scores. Because I grade on a “curve”, there is no fixed grading scale. I will use the plus/minus system to make distinctions within grade categories.

Course GPAs in UGA’s traditional, large-section ECON 2106 classes are recommended to range between 2.7-2.9. The course GPA for the summer online section will not fall below this range.

COURSE COMMUNICATION

Questions about the course material – readings, study-plan questions, and exam questions – should be addressed first to my TA. If the TA is unavailable or not able to provide a satisfactory response, then follow up directly with me.

Questions about the structure of the course, course policies and your standing in the class should be addressed to me. Do not hesitate to ask for clarification in any of these areas.

To contact my TA or me, please first use email, and send your message from your UGA address to ours. Please do *not* use the email facility within eLC to send messages to us because they cannot be replied to directly.

We are also available for Zoom meetings, but you should make an appointment via email.

My communications to the class will generally come through the eLC Announcements tool, which functions like an instant messaging system. You should set your notifications preferences to receive Announcements postings in the manner that suits you. I strongly encourage the SMS option.

Discussions board

In a traditional class, when a student raises her hand to ask a question, she generally does the whole class a favor, because everyone can hear and benefit from the ensuing discussion. Here we will try to capture those benefits through eLC's Discussions tool. We encourage you to post questions and comments directly to the Discussions board and we will respond to your posts in a timely fashion. Questions sent to us using MyLab's "Ask My Instructor" feature of will also be addressed on the Discussions board.

DEALING WITH TECHNICAL PROBLEMS

If you experience technical problems with eLC, contact UGA's Enterprise Information Technology Service (EITS) Help Desk at 706 542 3106 or email helpdesk@uga.edu. For MyLab Economics technical support, go to Pearson's [support page](#) or call 800 677 6337.

DISABILITY STATEMENT

UGA is committed to the success of all learners and strives to create an inclusive and accessible online environment. In collaboration with the [Disability Resource Center](#), we work with students who have documented disabilities to access reasonable accommodations and academic supports. For more information or to speak with a disability coordinator, please call the Disability Resource Center at 706 542 8719, TTY only phone 706 542 8778.

UNIVERSITY HONOR CODE & ACADEMIC HONESTY POLICY

As a University of Georgia student, you have agreed to abide by the University's academic honesty policy, "A Culture of Honesty," and the Student Honor Code. All academic work must meet the standards described in "A Culture of Honesty" found at: www.uga.edu/honesty. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor.

MENTAL HEALTH AND WELLNESS RESOURCES

If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu>. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.

UGA has several resources for a student seeking mental health services (<https://www.uhs.uga.edu/bewelluga/bewelluga>) or crisis support (<https://www.uhs.uga.edu/info/emergencies>).

If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA (<https://www.uhs.uga.edu/bewelluga/bewelluga>) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center.

Additional resources can be accessed through the UGA App.

DIVERSITY, EQUITY AND INCLUSION

The Terry College is committed to promoting diversity, equity, inclusion, and belonging among its students, faculty, and staff. This class welcomes the open exchange of ideas and values freedom of thought and expression. This class provides a professional environment that recognizes the inherent worth of every person. It aims to foster dignity, understanding, and mutual respect among all individuals in the class.

CHANGES TO THE SYLLABUS

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.