

This document contains a list of my teaching history, a summary of the student teacher evaluation reports, a selection of my students' comments from the student teacher evaluation reports, a collection of Teaching Observation Reports, and an example syllabus. The complete set of student teacher evaluation reports together with all of the students' comments, additional examples of syllabi, a description of the writing assignment used in my courses, and examples of students' work are available on my website at [sites.google.com/view/richardnugent/teaching](https://sites.google.com/view/richardnugent/teaching).

Table 1 lists my teaching history as instructor of record, with the course description, the number of sections I have taught, and the maximum enrollment per section. I started teaching as the instructor of record at Brooklyn College, CUNY during my second year of graduate school. The following semester, I obtained a position teaching Economics Statistics and Principles of Microeconomics at Hunter College, CUNY for Spring 2014. I have taught at least two courses at Hunter College each semester thereafter, including large format sections and honors sections of Principles of Microeconomics, and two sections of Intermediate Microeconomics.

Tables 2 and 3 summarize the Hunter College student teacher evaluations for the four courses I have taught at Hunter College: Economics Statistics, Principles of Microeconomics, Intermediate Microeconomics, and Introduction to Economics. The first set of questions are based on a Likert scale from 1 to 7, the next set of questions from 1 to 3, and the final set of questions report the relative frequency that "Yes" is the response to the survey question. Finally, I have pulled three student comments from the Hunter College Student Teacher Evaluation Reports for each course.

Table 1: Teaching History

College	Course Description	Sections	Max Enrollment
Hunter College	Economics Statistics	11	90
Hunter College	Principles of Microeconomics	8	140
Hunter College	Intermediate Microeconomics	2	40
Hunter College	Introduction to Economics	2	40
Brooklyn College	Money and Banking	1	27
Brooklyn College	Principles of Macroeconomics	1	16

Table 2: Student Teacher Evaluation Summary

Course	Economics		Principles of Microeconomics
	Statistics	11	6
Sections Evaluated			
Question (Scale 1 to 7)			
Provides clearly defined objectives for students.	6.11		6.08
Treats all students in a respectful manner.	6.23		6.31
Presents course content in an organized manner.	6.09		6.09
Makes good use of examples and illustrations to clarify concepts.	6.02		6.04
Interprets difficult and abstract ideas.	5.90		5.82
Effectively communicates his knowledge of the subject to students.	5.92		5.85
Challenges me intellectually.	5.99		5.95
Has increased my interest in the subject.	5.46		5.89
My overall evaluation of this instructor's teaching.	6.05		6.04
Question (Scale 1 to 3)			
Did the instructor provide individual attention?	2.74		2.56
Did the instructor encourage student participation?	2.68		2.52
Did the instructor provide constructive feedback on work submitted?	2.77		2.77
How helpful were instructor's responses to questions that you asked?	2.77		2.78
Did supplemental materials enhance course content?	2.73		2.79
Question (Yes, Relative Frequency)			
Did exams and assignments reflect materials emphasized in course?	98.03%		100.00%
Did the syllabus accurately reflect course content/grading?	99.20%		100.00%
Did the instructor begin and end class on time?	100.00%		98.95%
Was your work graded fairly?	95.98%		99.26%
Did the instructor return graded material in a timely manner?	97.75%		100.00%
Did the instructor keep his or her office hours?	92.11%		95.39%

Table 3: Student Teacher Evaluation Summary

Course	Intermediate Microeconomics		Introduction to Economics	
	2		2	
Sections Evaluated				
Question (Scale 1 to 7)				
Provides clearly defined objectives for students.	5.77		5.28	
Treats all students in a respectful manner.	6.14		6.05	
Presents course content in an organized manner.	5.45		5.28	
Makes good use of examples and illustrations to clarify concepts.	5.52		5	
Interprets difficult and abstract ideas.	5.41		4.82	
Effectively communicates his knowledge of the subject to students.	5.48		4.95	
Challenges me intellectually.	5.85		4.68	
Has increased my interest in the subject.	5.50		4.41	
My overall evaluation of this instructor's teaching.	5.59		5.09	
Question (Scale 1 to 3)				
Did the instructor provide individual attention?	2.61		2.43	
Did the instructor encourage student participation?	2.54		2.41	
Did the instructor provide constructive feedback on work submitted?	2.61		2.53	
How helpful were instructor's responses to questions that you asked?	2.60		2.53	
Did supplemental materials enhance course content?	2.35		2.61	
Question (Yes, Relative Frequency)				
Did exams and assignments reflect materials emphasized in course?	83.93%		95.45%	
Did the syllabus accurately reflect course content/grading?	95.83%		100.00%	
Did the instructor begin and end class on time?	95.83%		95.45%	
Was your work graded fairly?	95.83%		100.00%	
Did the instructor return graded material in a timely manner?	91.67%		100.00%	
Did the instructor keep his or her office hours?	95.83%		86.36%	

## **Student Teacher Evaluations: Student Comments**

### **Economics Statistics**

#### **Student 1**

“Taking Economic Statistics in the summer is no joke. This is a tough class, and I would guess that it’s still very challenging even when you have a whole semester to complete it. Despite the compressed time frame, I am very happy that I took this class. I learned -so- much. Prof. Nugent is an excellent teacher. He places a strong emphasis on personal responsibility and expects students to devote a significant amount of time and energy to the class, which can be exhausting, but it was absolutely worth it. He is passionate about the subject matter and clearly cares about making sure all his students have multiple opportunities to succeed. The constant communication he maintained with the class via Blackboard was fantastic, and he always made the material we were learning feel relevant. I look forward to taking more classes with him in the future.”

#### **Student 2**

“Great professor, he really wants his students to understand the material covered, rather than just memorization. The key concepts are emphasized and repeated until we have mastered them and provides many opportunities for extra help. He really has increased my interest in the subject and hope to have him again in another class.”

#### **Student 3**

“Prof. Nugent is a great professor. Despite the material being at times being extremely difficult, he is able to break it down in plenty of ways where the material becomes simpler and this easier. Also his personality is a big plus because he does keep the class intrigued and engaging throughout the evening. Additionally, although I only went to his office hrs once, he provided me deeper insight about assignment such as the projects and practice material. Overall, would fail to take again. Haha”

### **Principles of Microeconomics**

#### **Student 1**

“I think Professor Nugent was great. He helped me understand things I had trouble with and I’m more interested in this subject. He offered as much help as he could of and he always encouraged us to go see him in office hours and to go to the tutoring center. I walk out this class knowing a lot more than I originally did and I’m proud of myself because of him.”

### **Student 2**

“By far the best professor I have had in my time at Hunter. This course has only increased my interest in economics and finance, and Professor Nugent’s style of teaching is both engaging and intellectually challenging. I would take this class over again with Professor Nugent if I could!”

### **Student 3**

“Out of the 5 classes I took this semester, this one was probably my favorite just because of the professor. You are so funny and I always looked forward to your class. I like how you took the concepts from the chapters and applied them to relevant every day life situations that we could all relate to and understand better. I really appreciated the opportunities to do corrections on the midterms and the extra credit opportunities. You were also always very helpful during office hours. Keep up the great work! have a wonderful holiday and good luck on your Dissertation :)”

## **Intermediate Microeconomics**

### **Student 1**

“Professor Nugent is amazing. Honestly one of the best professors at Hunter. My first semester here taking him for Economics 200, I loved the way he taught and two years later taking him again for Economics 300 I still do. He explains things clearly and always offered extra help with office hours. He loves to see his students do well and made me love Economics as a subject even more. Although the material got difficult, he was able to explain things as best he could and I would definitely take him again in the future.”

### **Student 2**

“He is one of the best professors I had in my academeic life.”

### **Student 3**

“I love his style and personality, also best econ professor to teach the material at hunter in my opinion”

## **Introduction to Economics**

### **Student 1**

“I enjoyed this class. My interest in the field of economics has definitely risen. I listen to Freak-a-nomics instead of music when I do chores around the house now. Would recommend to other students.”

**Student 2**

“Wonderful Professor who cared about students. One of the nicest as Hunter College.”

**Student 3**

“You’re a great teacher, but perhaps making custom Powerpoints and using more relative examples would help more students get the idea. My Econ Lab is OK, but it honestly does not help as we can try the same questions over and over until we eventually get a 100%. It also does not help much because My Econ Lab gives poor examples. When doing test corrections, the rule of creating a graph for every single question demotivates a lot of students, even those that actually want to get a higher grade. You teach well, but there is room for improvement and I think you can do it. Thank you for being a teacher.”

Date: October 20, 2017

To: Sangeeta Pratap, Associate Professor

From: Lisa George, Associate Professor



Re: Teaching Observation of Richard Nugent

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You requested that I observe the teaching of adjunct instructor Richard Nugent. I attended a session of ECO221, Economic Statistics, on Friday, October 20. In addition, I reviewed a copy of the course syllabus and sample exam.

Overall, I found Prof. Nugent's class to be well-executed, with logical flow and clear materials. Prof. Nugent's has good classroom presence and kept student attention. His syllabus conforms to department standards for the topic and his sample exams were comprehensive and clear.

Some additional detail below:

#### **Content**

The class started with brief discussion of the upcoming exam and associated practice assignment. He encouraged students to visit the tutoring center in preparation for their exam, which I was pleased to see. The primary topic for the day was an introduction to discrete distributions, which began a new chapter for students. The first portion of the lecture covered definitions of important statistical concepts as applied to discrete distributions, such as expected value, variance, probability distribution functions and cumulative distribution functions. The lecture continued with the properties of the uniform distribution. Discrete distributions are a standard topic for an introductory statistics course, and I thought the pace and content was just right.

#### **Approach**

Prof. Nugent uses power point slides from the text supplemented with whiteboard notes for solving problems and annotating slides. He offered many intuitive examples throughout. I liked his technique of using markers to highlight elements of the power points, as this is much more effective than a pointer in helping students follow mathematical logic. Prof. Nugent is teaching in a renovated classroom with a good projector – unfortunately many Hunter classrooms would not support this effective teaching technique.

#### **Student Engagement**

Prof. Nugent held student attention well, and the majority of students were appeared to be following closely. The level of interaction was appropriate for the topic. A substantial number of students were late, with most arriving within 5 minutes of start time then a group arriving 30 minutes after start time. This is unfortunately a common problem with 9:45 classes and is very distracting. Some techniques that can help are marking homework late when students are late, conducting exam review at the beginning of class, and deducting class participation scores for late students. Sometimes I give a "warm-up" problem at the start of class, and students not present do not get credit. It's hard to stick with these strategies and students will tend to give lower ratings to professors who penalize lateness, but sometimes the strategies can make a useful difference.



### **Syllabus**

The syllabus meets department standards for scope and content. It would be helpful to add chapter topics along with numbers for students using old versions of the textbook. Learning goals in the syllabus are appropriate to the course. However I suggest Prof. Nugent confer with Prof. Sevak or Prof. Deza before teaching this course again to ensure the learning goals remain up-to-date. (Learning objectives, especially links to CUNY Pathways, are likely to be updated.)

In sum, I enjoyed attending Prof. Nugent's class. Please let me know if there are questions on this evaluation.

Copy to:

Devra Golbe, Chair and Professor of Economics  
Prof. Richard Nugent, Adjunct Professor of Economics

Date: March 1, 2017

To: Sangeeta Pratap, Associate Professor

From: Lisa George, Associate Professor



Re: Teaching Observation of Richard Nugent

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You requested that I observe the teaching of adjunct instructor Richard Nugent. I attended a session of ECO301, Intermediate Microeconomics, on Tuesday, February 28. Overall, I found Prof. Nugent's class to be well organized, informative and clear. Prof. Nugent was well prepared, with mastery of the material and thoughtful presentation. I found the language, notation and graphs all very precise and clear. In some cases, additional intuition for the calculus might be useful, as some student questions suggested less than full understanding of the analysis. But overall, I thought the level was appropriate to the course and well done. I hope the following comments are useful:

#### Content

The class started with recap of the consumer choice problem, then proceeded to derivation of the demand curve under varying preference assumptions including Cobb-Douglas, perfect substitutes and perfect complements. Professor Nugent plotted indifference curves and budget constraints, then described the optimal solution at the tangency point. He reviewed the technique of LaGrange multipliers used to solve constrained maximization problems. Consumer theory is a central topic in intermediate microeconomics and the teaching was at the right analytical level for the course.

#### Approach

Throughout the lecture, Prof. Nugent outlined and solved the consumer problem graphically, with calculus and with intuition. I was impressed by the clear and precise articulation of assumptions and careful notation. I would say that some additional emphasis on the intuition behind the calculus solution technique might have been useful, though the overall balance was about right.

#### Student Engagement

The class proceeded at a rather quick pace during the review period, then more slowly with new material. The majority of students were paying attention, with many fully absorbed in detailed notetaking. We know from experience that calculus-based microeconomics is a challenge for Hunter students, so it might be worthwhile to gauge student understanding with additional direct questions during class. However, the overall flow of the class was good. One student asked about the interpretation of the zero condition in solving the constrained optimization problem. This was nicely answered, but I suspected that some additional focus for the whole class on the intuition behind the LaGrange multiplier might have been useful.

In sum, I enjoyed attending Prof. Nugent's class. Please let me know if there are questions on this evaluation.

Copy to:

Partha Deb, Acting Chair and Professor of Economics  
Prof. Richard Nugent, Adjunct Professor of Economics

## Teaching Observation Report

Observer: Matthew Baker  
Observee: Richard Nugent  
Date and time of observation: Wednesday, October 14, 2015; 5:35pm  
Class observed: Eco 200: Introduction to Microeconomics

On the day of my visit, Richard began his lecture right on time. Visual inspection suggested that a majority of the students were in attendance. I chatted with a few students before class started to get a general feel for the course, and from this admittedly small sample, estimate that Richard is popular with his students, and has a feel for how to balance student workload with course depth and coverage. The lecture for the evening was a review for an impending midterm.

Evidently, Richard had already handed out some practice problems. At the beginning of class, he checked quickly whether students had done the problems, and then commenced with the review. Richard relied primarily upon the chalkboard for presenting the material. Richard proceeded at a deliberate pace. Although he was primarily working through an examples and associated calculations, it seems he has covered the ground well before his first midterm.

My overall assessment is that Richard is doing a fine job in the classroom. He is well-organized and has clearly thought about how best to present his material. I don't have any big ideas that Richard should follow through on, as he seems to have developed his own effective teaching style.

# HUNTER

**HUNTER COLLEGE**  
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October 28, 2014

Devra Golbe  
Professor and Chair  
Department of Economics

Devra:

I observed Richard Nugent teach Economics 200 to a large class of students on Tuesday, October 28. He used the class period to go over the first midterm exam. The content of the exam gave me a good sense of what Richard covered in the first third of the course. All the standard topics were covered at the appropriate level on the exam. The questions covered applications and calculations, as well as theoretical concepts.

Richard presented the material naturally and with confidence. I think he is an excellent teacher. He's the best adjunct from the Graduate Center that I've observed in about two decades.

Sincerely,



Kenneth J. McLaughlin  
Associate Professor

## TEACHING OBSERVATION REPORT

Observee: Richard Nugent  
Observer: Matthew Baker

Observation Date: April 4<sup>th</sup>, 2014  
Observation Course: Eco 221-Economic Statistics I

Richard teaches his class between 11:10 and 12:25 on Tuesdays and Fridays. I paid a visit to Steven's class on September 30<sup>th</sup>, and stayed for approximately 30 minutes. The class meets in the basement of the Hunter North building. Class was well-attended and started on time – in fact, as far as I could tell, every possible seat in the room was taken.

Richard began class by laying out several assignments and due dates, which he did in a plain and clear fashion. This suggests that he is well-organized and careful in defining what he expects from the students. In terms of lecture material, Richard's task for the day was to introduce the central limit theorem and explain its application. The general principle is quite difficult to explain (more on this below), but Richard explained the subject with care. He didn't linger on the general theory, but instead emphasized its application in statistics. He worked some examples of building confidence intervals with varying sample sizes to emphasize the point of his lecture.

Throughout his presentation, Richard did a nice job soliciting questions (and answers) from students, and students appeared engaged throughout. At one point, he paused the lecture while students worked out an example; this seemed to be an effective teaching device. His lecture style is primarily "chalk-and-talk", which imbued his lecture with what I thought was a good pace for the material. His presentation style and pace are easy to follow and I think he has made a very good decision in using the chalkboard, and not power point slides, in presenting the material.

Even from my brief visit, it is clear that Richard is well on his way to being a great teacher, and that we are lucky to have him at Hunter! He has an easy-going, relaxed style, and is easy to follow and understand. My only suggestion might be something he is already doing (especially if he does this in some lectures but not others!): use the computer in class to give students quick examples of some principles. Here is one example that I think goes a long way that I have used in my teaching to explain the central limit theorem. The idea is to quickly show the students what the CLT means and that it in fact works: 1) roll a six-sided dice 40 times (simulated in Excel) 2) Repeat the 40-roll experiment 100 times. 3) For each of the 100 40-roll data sets, calculate the mean. 4) Plot a histogram of the 100 means, which look approximately bell-shaped. From this example, students can see that "averages are approximately normally distributed" even though the data generation process – dice rolling – has nothing to do with a normal distribution.



Dr. Matthew J. Baker

# Hunter College, City University of New York

## Department of Economics

### **Introduction to Microeconomics**

Economics 200-H  
Spring 2018  
Mon/Thu 11:10a-12:25pm  
Hunter West 113

Richard J Nugent III  
rnugent@gradcenter.cuny.edu  
Office: 1538 Hunter West  
Tuesday 1-2pm  
Dept. Telephone: (212) 772-5400

### Course Objectives

The principle objective is to learn the structure of microeconomic analysis in the form of models such as the market model of demand, supply, and equilibrium and the models of competition, monopoly, and strategic interaction among few firms in a market. These models are applied to the markets for resources such as labor and environmental resources, as well as to markets for consumer goods and services.

By learning these models of microeconomics, you should be able to evaluate free markets and the consequences of interfering with free markets via price controls, taxes and tariffs, subsidies, prohibitions, and quotas. You should also learn how production and cost are related to supply through the profit motive, how competition affects prices and production, how innovations affect employment, and how private property rights to environmental resources impact conservation.

This course satisfies the flexible core – scientific world general education requirement.

### Departmental Learning Objectives

Eco 200 meets the following departmental critical thinking skills learning objectives:

- CT1: Understand everyday economics problems
- CT2: Use economic theory to understand and evaluate policy proposals
- CT3: Differentiate between positive and normative statements
- CT4: Understand the role of assumptions in reaching conclusions

the following department problem solving skills learning objectives:

- PS1: Problem solving with clear solution

and the following department lifelong learning skills learning objectives:

- LL3: Understand economic news

### Course Materials

Cowen, Tyler and Alex Tabarrok. Modern Principles: Microeconomics, 4/e. New York, NY: Worth Publishers, 2018. ISBN-10: 1-319-19804-X; ISBN-13: 978-1-319-19804-6.

The text is required, there is an e-book only option. A loose-leaf version of the textbook is available at [www.hunter.textbookx.com](http://www.hunter.textbookx.com) and Shapkespeare, packaged with 6-months access to Sapling Learning and the e-book. Earlier editions may suffice; you will be responsible for any deviations from the fourth edition.

### Reading Expectation

**It will be expected that you have read the sections in the textbook being covered in class.**

In addition, it will be expected that you have worked through the pre-class tutorial on Sapling Learning. This will be instrumental in your ability to capture the intuition of the lecture, follow along with the examples, and participate in the class discussion. There will be 5 pop quizzes that will be held at the beginning of the class covering the reading assigned that day.

## Homework

Each chapter has a graded homework assignment at Sapling Learning, a web-based educational service. There will be video activity, news analysis or data application related to the chapter included as part of the homework assignment due on Sapling Learning. Each homework assignment is due online by the start of the lecture which begins a new chapter. For instance, the topic of Lectures 4 & 5 on September 6 and September 13 is Ch 5: Elasticity. Homework on Chapter 5 will be due by the start of class, Lecture 6, 11:10am on September 17. Registering to use Sapling Learning is a course requirement. The Sapling Learning site requires a separate registration process, which you do only once. If you have used Sapling Learning before, sign in at <http://saplinglearning.com>. If you are new to Sapling Learning, follow these steps:

1. Create an account at <http://saplinglearning.com>. If you have a Facebook account, click the “Facebook Login” to the left of the username text box to integrate your account with Facebook. Otherwise, select the “create account” button, complete the form, and click “Create my new account”. Check your email for a confirmation message from Sapling Learning, and click on the link to confirm your account.
2. Enroll in our Principles of Economics course at Sapling Learning by selecting the course from the expandable list (sorted by subject, term, and instructor) and entering the following code rnugent.
3. Select a payment option and follow the remaining instructions. For technical problems or problems signing in, please send the support staff at Sapling Learning an e-mail by clicking on the “Help” link in the upper-right corner of any page or by e-mailing [support@saplinglearning.com](mailto:support@saplinglearning.com).

Evaluation of the homework component of the grade will be based on the pre-class tutorials, the chapter activities, and the chapter homework questions.

## Communication & Blackboard

Announcements regarding homework, quizzes, exams, and other important course information will be made in class. **In addition, I will use Blackboard to post and email you this information, and email friendly reminders. As such, it is imperative that your Hunter College email you have registered with Blackboard is correct, and that you check it regularly.** In addition, I will post all course documents on Blackboard. Please make sure you have access to the course on Blackboard.

You are welcome to email me at [rnugent@gradcenter.cuny.edu](mailto:rnugent@gradcenter.cuny.edu) with specific questions regarding course work or for administrative inquiries.

## Quizzes

There will be 2 in-class *scheduled* quizzes specified in the course outline. **The quizzes are scheduled for September 17 and October 29.** There will be no make-up quizzes under any circumstances. In the event of an excused absence during a quiz, the quiz grade will be re-weighted according to the alternative quiz performance. In addition, **there will be 5 pop quizzes that will be held at the beginning of the class covering the reading assigned that day.** The scheduled quizzes are worth 5% each, and the 5 pop quizzes sum to 5%.

## Examinations

There will be two midterm exams during the semester. **The midterm exams are October 11 and November 12.** Make-up midterm exams will be accommodated in the event of an excused absence with the appropriate documentation. The last day of class is December 10. **The final exam is Monday, December 17, 11:30am-12:30pm, in the regularly scheduled classroom.** The final exam is cumulative. If the final exam score is higher than the lowest midterm score, then the final exam score will take the place of the lowest midterm score.

There will be a make-up final exam for students who have a valid medical report for the exam day. In that case, the medical report should be submitted to the department and the department will schedule the make-up exam.

## Writing Assignments

The writing assignment will be 10% of your course grade. You will choose a news article relevant to the course and reflect or respond in a formal written essay with emphasis on effective writing in STEM disciplines and making sound economic arguments. The essay will be graded for content, grammar, your ability to form concise, factual statements, and the completeness and consistency of the economic arguments used to support your thesis.

The goals of the writing assignment are to organize your thoughts in a formal essay, challenge yourself to reflect in the context of your economics training, practice writing about economic ideas in a way that emphasizes forming concise, factual statements regarding ideas whose material content is fundamentally mathematical or scientific.

There will be an initial preliminary essay which is due by the start of class, October 22. The preliminary essay is worth 25% of writing assignment score. I will return the preliminary essays to you with feedback. The final essay is worth 75% of the writing assignment score. **The final essay is due Dec 9. The essays must be uploaded to Blackboard, and there will be a rubric and literature available on writing about STEM topics.**

## Extra Credit

There will be three opportunities for extra credit in the form of practice exam corrections before each the first and second midterm and the final exam. Each practice exam will be released ahead of the scheduled midterm/final exam and reviewed for completion one class previous to the coinciding exam. After that class, the answer key will be released so each student may individually correct their practice exam.

The corrections are due at the start of the exam period for extra credit. All criteria must be fully satisfied to earn credit;

- You must provide a minimum 3-sentence correction/explanation for each incorrect answer, including at least one definition.
- Each correction must include a diagram. If the problem does not immediately refer to a diagram, provide a related example with a diagram as support for your explanation.
- All math work must be demonstrated in addition to the three sentences and diagram.
- The corrections should be typed or may be very neatly written on paper without frayed edges, bound with a staple or paper clip. This should look like a professional document, as with any and all other documents you produce.

***The three practice exam corrections will amount to a total of 5% points extra credit of the final grade. All three need not be completed to earn extra credit.***



### Economics Department Tutoring Center

The Economics Department Tutoring Center will be a key component for success in this course. Whether preparing for a quiz or exam or completing homework, the tutors are prepared to assist you understand and solve the task at hand in a productive, however relaxed social learning environment which provides free trade of the assertive critical thinking skills necessary to solve the modern day economic problems. The tutors are Economics Pd.D., MA or MA/MA students from Hunter College or the CUNY Graduate Center. **All tutors are qualified to tutor the core courses, including this one, in addition to multiple other courses as well. The tutoring center is generally located in HW1537, Monday—Saturday.** If this room is otherwise occupied, tutoring will take place around the corner in HW1533. Point your browser to <http://econ.hunter.cuny.edu/tutoring/tutoring-schedule/> for the most up-to-date schedule.

### Academic Integrity

Hunter College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The college is committed to enforcing the CUNY Policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Academic Integrity Procedures.

### Academic Accommodations

In compliance with the American Disability Act of 1990 (ADA) and with Section 504 of the Rehabilitation Act of 1973, Hunter College is committed to ensuring educational parity and accommodations for all students with documented disabilities and/or medical conditions. It is recommended that all students with documented disabilities (Emotional, Medical, Physical, and/or Learning) consult the Office of AccessABILITY, located in Room E1214B, to secure necessary academic accommodations. For further information and assistance, please call (212) 772-4857 or (212) 650-3230.

#### **Evaluation Summary**

<b>Component</b>	<b>Weight</b>
Homework	25%
Quizzes	15%
Term Project	10%
Midterm	25%
Final Exam	25%

### **Hunter College Grading System**

Letter Grade	GPA Value	Grade Scale	CR/NC	Grade Scale
A+	4.0	97.5-100%	CR	70.0-100%
A	4.0	92.5-97.4%		
A-	3.7	90.0-92.4%		
B+	3.3	87.5-89.9%		
B	3.0	82.5-87.4%		
B-	2.7	80.0-82.4%		
C+	2.3	77.5-79.9%		
C	2.0	70.0-77.4%		
D	1.0	60.0-69.9%		
F	0	0.0-59.9%	NC	0.0-69.9%

### **Course Outline**

Reading	Lecture	Date
Ch 1: The Big Ideas	1	8/27
Ch 3: Supply & Demand	2	8/30
Ch 4: Equilibrium	3	9/5
Ch 5: Elasticity	4	9/6
Ch 5: Elasticity	5	9/13
Ch 6: Taxes and Subsidies	<b>6 + Quiz</b>	<b>9/17</b>
Ch 6: Taxes and Subsidies	7	9/20
Ch 7: The Price System	8	9/24
Ch 8: Price Ceilings and Floors	9	9/27
Ch 2: Comparative Advantage	10	10/1
Ch 9: International Trade	11	10/4
<b>Midterm Exam I</b>	<b>12</b>	<b>10/11</b>
Solve Exam	13	10/15
Ch 11: Competitive Markets	14	10/18
Ch 12: Competition and the Invisible Hand	15	10/22
Ch 13: Monopoly	16	10/25
Ch 13 & 14: Price Discrimination	<b>17 + Quiz</b>	<b>10/29</b>
Ch 14 & 15: Oligopoly	18	11/1
Ch 15: Oligopoly	19	11/5
Ch 17: Monopolistic Competition	20	11/8
<b>Midterm Exam II</b>	<b>21</b>	<b>11/12</b>
Solve Exam	22	11/15
Ch 18: Labor Markets	23	11/19
Ch 18: Labor Markets	24	11/26
Ch 19: Public Goods	25	11/29
Ch 20: Political Economy and Public Choice	26	12/3
Ch 25: Consumer Choice	27	12/6
Ch 25: Consumer Choice	28	12/10
<b>Final Exam</b>		<b>12/17</b>

***Except for changes that substantially affect implementation of the evaluation statement, this syllabus is a guide for the course and is subject to change with advance notice. Should any change occur, announcements will be made in class as well as over Blackboard.***