

Department of Economics

ECON 202-801: Principles of Microeconomics

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Spring 2022

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Online Office Hours on Canvas Chat: T & F 3–4:30 PM MST

Web: <https://canvas.colostate.edu>

Class Hours: Online

Course Description

Economics is the study of how people interact with each other and with their natural surroundings to provide for their livelihoods. This course will address the production and distribution of goods. We will use economic models to study economic stagnation, economic growth, social dilemmas, economic power, labor markets, competitive and monopolistic markets, and inequality.

Course Objectives

Upon completion of the course, students should be able to:

1. Make sense of economic data using spreadsheets.
2. Apply mathematical and graphical models of the economy.
3. Communicate effectively about economic topics.
4. Use economic thinking to inform your role in the world.

This course meets the All-University Core Curriculum (AUCC) requirements for Social/Behavioral Sciences (Category 3C) and is approved under Guaranteed Transfer (GT) Pathways in the content area of Economic of Political Systems (GT-SS1). For transferring students, successful completion with a minimum C- grade guarantees transfer and application of credit in this GT Pathways category. Pursuant to this certification, students in this class will learn to:

1. Demonstrate knowledge of economic or political systems.
2. Use the social sciences to analyze and interpret issues.
3. Explain diverse perspectives and groups.

4. Explore diverse perspectives.
5. Recognize and explore various cultural identities, heritages, and important similarities and differences as depicted in the arts, or reflected in geography, or in economic or political systems.
6. Explore interactions among groups and identities as relevant to the discipline.

Furthermore, students in this course have the following Civic Engagement, Critical Thinking Diversity & Global Learning, and Written/Oral Communication learning outcomes:

- Civic Engagement
 1. *Civic Knowledge*: Connect disciplinary knowledge to civic engagement through one's own participation in civic life, politics, and/or government.
- Critical Thinking
 1. *Explain an Issue*: Use information to describe a problem or issue and/or articulate a question related to the topic.
 2. *Utilize Context*: Evaluate the relevance of context when presenting a position, identify assumptions, and analyze one's own and others' assumptions.
 3. *Understand Implications and Make Conclusions*: Establish a conclusion that is tied to the range of information presented, and reflect on implications and consequences of stated conclusion.
- Diversity & Global Learning
 1. *Build Self-Awareness*: Demonstrate how their own attitudes, behaviors, or beliefs compare or are related to those of other individuals, groups, communities, or cultures.
 2. *Examine Perspectives*: Examine diverse perspectives when investigating social and behavioral topics within natural or human systems.
 3. *Address Diversity*: Make connections between the worldviews, power structures, and experiences of individuals, groups, communities, or cultures, in historical or contemporary contexts.
- Written/Oral Communication
 1. *Develop Content and Message*: Create and develop ideas within the context of the situation and the assigned task(s).
 2. *Use Sources and Evidence*: Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.
 3. *Use language appropriate to the audience*

Course Prerequisites

To enroll in this course, you must be proficient in algebra. You must have completed MATH 117 (College Algebra in Context I) or MATH 118 (College Algebra in Context II) or MATH 141 (Calculus in Management Sciences) or MATH 155 (Calculus for Biological Scientists I) or MATH 160 (Calculus for Physical Scientists I). These are enforced.

Course Required Materials

- The required textbook for this course is The Economy, written by the CORE team. The book is available in three formats:
 1. Purchase a new printed copy of the text. ISBN: 9780198810247
 2. Read the ebook for free in a web browser <https://www.core-econ.org/the-economy>
 3. Download the free app "The Economy by CORE" (produced by Fire and Lion) to read the ebook on your phone or tablet.
- Supplemental readings and other materials will be provided on Canvas, via the CSU Library electronic reserve, or by links to websites.

Regardless of how you read the book, I recommend studying the interactive figures and the unit questions in the free ebook using a web browser.

Technology Requirements

The technology requirements for this online course are listed below:

- Hardware
 1. A Windows or Macintosh computer with at least 2 GB of RAM and a fast, reliable broadband Internet connection (e.g., cable, DSL).
 2. Recommended computer monitor and laptop screen size be 13-inches or larger for optimum visibility of course material.
 3. Computer speakers or headphones to listen to recorded content. CAMERA, TOO FOR HONORLOCK!
 4. Enough space on your computer for 1) install the required and recommended software and, 2) save your course assignments.
- Software (see [recommendation from CSU](#))
 1. Web browser (GOOGLE CHROME NEEDED FOR HONORLOCK — [free download](#))
 2. Adobe Acrobat Reader ([free download](#))
 3. Flash Player ([free download](#))
 4. Microsoft Office ([free download](#))

Instructional Methodology and Delivery

This course is delivered via distance education format using the CSU Canvas system. This format will use a combination of readings, online discussion, and other web-based sources. You will interact with the instructor and other students using the communication functions provided by Canvas. You will submit assignments in accordance with the course schedule using Canvas. **It is extremely important that you regularly check your CSU email including your Canvas message as it is our main form of communication through Canvas.**

Course presentation and procedures

The course is divided into three sections. Each section is divided into five modules. To complete the course, you will follow through each weekly module. The first four modules in the section will make up your weekly workload and will usually include module overview, lecture materials, graded assignments, and supplemental materials. The last module in the section will be for your exam. Each week you will have required reading, one discussion post, and one weekly quiz. Over the course of the semester, you will also complete a writing assignment, ungraded practice Homeworks, 2 midterm exams, and a final exam. **A detailed description of the course schedule and due dates is provided separately.**

Online classes

Online education requires skills and habits that may be less essential in traditional courses. Specifically, consistent reading and communication is essential to being successful in this course! As an instructor, I need to be able to communicate class information to you, but I also need you to communicate any feedback in return. For example, if you are struggling on a particular section or assignment, I encourage you to talk to me. Given the nature of the class, assigned readings are extremely important.

Online course attendance

This course is conducted entirely online. You should expect to be online at least 3 times per week. The modules will guide you through the week's readings, lecture notes/videos, supplemental materials, quizzes, and discussion posts. Access each module as soon as possible and expect to work on them throughout the week! This course is flexible in the sense that you can finish the materials on the days that work for you, but it must be completed by the due date.

Course Evaluation and Grading

As a student enrolled in this course, one of your responsibilities is to submit course work by the due dates listed in the Schedule. With that said, I take my role as your instructor very seriously, and, in fact, I care about how well you do in this course and that you have a satisfying, rewarding experience. It is my commitment to you to respond individually to the work you submit in this class and to return your work in a timely manner. If, however, due to unforeseeable circumstances, the grading of your work takes longer than expected, I will keep you informed of my progress and make every effort to return your work with feedback as soon as I can! Your final grade will be calculated as a weighted average of your grades in the following categories:

| Assignment | Frequency | Points Per Assignment | Grade Weights |
|--------------------|-----------|-----------------------|---------------|
| Discussions | 12 | 5 | 10% |
| Quizzes | 11 | 10 | 15% |
| Midterm Exams | 2 | 100 | 30% |
| Writing Assignment | 1 | 100 | 20% |
| Final Exam | 1 | 150 | 25% |

Be sure to keep a copy of all work created for the course. The final grade will not be rounded. Once any grade is posted, you have **ONE WEEK** to contact me with inquiries about your assignment grade. A percentage grade will be calculated, and letter grades will be determined by the following scale:

| Grade | Percentage Grade |
|-------|-------------------------|
| A+ | 96.67 – 100 |
| A | 93.33 – less than 96.67 |
| A– | 90 – less than 93.33 |
| B+ | 86.67 – less than 90 |
| B | 83.33 – less than 86.67 |
| B– | 80 – less than 83.33 |
| C+ | 76.67 – less than 80 |
| C | 70 – less than 76.67 |
| D | 60 – less than 70 |
| F | 0 – less than 60 |

Course Assignments

1. **Readings:** Students must prepare for each lecture by reading the assigned units, working with interactive figures, and answering the questions embedded in the text. Engaging with the textbook is crucial to succeeding in this course. Economics is a very abstract discipline, and the readings will provide you with a foundation to understand the lectures and complete practice homework and quizzes.
2. **Lectures:** There will be two video lectures each week. Lectures will consist primarily of the presentation of course materials.
3. **Weekly Discussions:** There will be online discussion posts associated with weekly modules. The discussion will occur asynchronously; I will post a discussion question and you will respond to the questions at your convenience prior to the due date. Discussions are open book and open notes and will be submitted through Canvas. Your ongoing interaction with your classmates in these discussions will play a large role in determining your grade for these assignments. Discussion posts will be due on **Fridays at 11:59 PM MST**.
4. **Weekly Quizzes:** By **Sunday at 11:59 PM MST** you must complete a multiple-choice quiz posted on Canvas covering that week's material. These will help prepare you for the exams. Your lowest quiz score will be automatically dropped at the end of the semester.
5. **Practice Homework:** There will be practice homework that provide one short-answer question for (almost) every module of the class. Homework are **not graded**, but they provide crucial preparation for the short-answer questions on the exams. Answer keys will be posted the week before the associated exam, but it is essential that you work on the solution to each problem before reviewing the key.
6. **Writing Assignment:** You will have one writing assignment over the course of the semester. Detailed instructions and a grading rubric will be posted on Canvas.

7. **Exams:** Your understanding of microeconomics will be tested in two midterm exams and a **cumulative** final exam. Your exams will consist of multiple-choice questions (modeled on the weekly quizzes) and short-answer questions (modeled on the practice homework questions).

Expectations of Instructor

Below is an example of a weekly schedule that students are expected to be engaged in the course, including both instructional time (reviewing lectures) and other time engaged with the course materials.

| Activity | Contact Hours Per Week |
|---|------------------------|
| Reading | 2.5 |
| Lecture videos & other supplemental materials | 2.0 |
| Weekly Discussions | 1.0 |
| Weekly Quizzes | 1.0 |
| Writing Assignment | 0.5 |
| Preparation for Exams | 1.0 |
| Total | 8.0 |

Late Work Policy

It is your responsibility to turn in each assignment on the required date. All assignments turned in after the scheduled due date will be recorded as zero. If there is a personal emergency or a conflict with turning in an assignment, **please try to communicate with me BEFORE THE ASSIGNMENT IS DUE WITH PROOF. I WILL NOT ACCEPT ANY NOTES AFTER THE ASSIGNMENT IS DUE.** There will be NO make-up exams. If you must unexpectedly miss an exam, you must present evidence of a medical or family emergencies.

Course Withdrawal Policy

Any student who wishes to withdraw from the course must submit a request directly to the **Office of Registra**.

Canvas Information and Technical Support

Canvas is where course content, grades, and communication will reside for this course.

- Login: <http://canvas.colostate.edu>
- Support: <https://canvas.colostate.edu/support>

For passwords or any other computer-related technical support, contact the **Central IT Technical Support** Help Desk.

- Phone Number: (970) 491-7276

- Email: help@colostate.edu

The **Technical Requirements** page identifies the browsers, operating systems, and plugins that work best with Canvas. If you are new to Canvas, quickly review the Canvas Student Orientation materials.

Academic Integrity and CSU Honor Pledge

This course will adhere to the CSU **Academic Integrity/Misconduct** policy as found in the General Catalog and the **Student Conduct Code**. Academic integrity lies at the core of our common goal: to create an intellectually honest and rigorous community. Because academic integrity, and the personal and social integrity of which academic integrity is an integral part, is so central to our mission as students, teachers, scholars, and citizens, I will ask that you affirm the CSU Honor Pledge as part of completing your work in this course.

Universal Design for Learning/Accommodation of Needs

I am committed to the principle of universal learning. This means that our virtual spaces, our practices, and our interactions be as inclusive as possible. Mutual respect, civility, and the ability to listen and observe others carefully are crucial to universal learning. If you are a student who will need accommodations in this class, please contact me to discuss your individual needs. Any accommodation must be discussed in a timely manner. A verifying memo from **The Student Disability Center** may be required before any accommodation is provided. The Student Disability Center [SDC] has the authority to verify and confirm the eligibility of students with disabilities for the majority of accommodations. While some accommodations may be provided by other departments, a student is not automatically eligible for those accommodations unless their disability can be verified and the need for the accommodation confirmed, either through SDC or through acceptable means defined by the particular department. Faculty and staff may consult with the SDC staff whenever there is doubt as to the appropriateness of an accommodative request by a student with a disability. The goal of SDC is to normalize disability as part of the culture of diversity at Colorado State University. The characteristic of having a disability simply provides the basis of the support that is available to students. The goal is to ensure students with disabilities have the opportunity to be as successful as they have the capability to be. Support and services are offered to student with functional limitations due to visual, hearing, learning, or mobility disabilities as well as to students who have specific physical or mental health conditions due to epilepsy, diabetes, asthma, AIDS, psychiatric diagnoses, etc. Students who are temporarily disabled are also eligible for support and assistance. Any student who is enrolled at CSU, and who self-identifies with SDC as having a disability, is eligible for support from SDC. Specific accommodations are determined individually for each student and must be supported by appropriate documentation and/or evaluation of needs consistent with a particular type of disability. SDC reserves the right to ask for any appropriate documentation of disability in order to determine a student's eligibility for accommodations as well as in support for specific accommodative requests. The accommodative process begins once a student meets with an accommodations specialist in the SDC.

Third-Party Tools/Privacy

Please note that this course requires you to use third-party tools [tools outside of the Canvas learning management system], such as Zoom and others. Some of these tools may collect and share information about their users. Because your privacy is important, you are encouraged to consult the privacy policies for any third-party tools in this course so that you are aware of how your personal information is collected, used and shared.

Copyrighted Course Materials

Please do not share material from this course in online, print, or other media. Course material is the property of the instructor who developed the course. Materials authored by third parties and used in the course are also subject to copyright protections. Posting course materials on external sites [commercial or not] violates both copyright law and the CSU **Student Conduct Code**. Students who share course content without the instructor's express permission, including

Undocumented Student Support

Any CSU student who faces challenges or hardships due to their legal status in the United States and believes that it may impact their academic performance in this course is encouraged to visit **Student Support Services for Undocumented, DACA & ASSET** for resources and support. Additionally, only if you feel comfortable, please notify your professor so they may pass along any additional resources they may possess.

Title IX/Interpersonal Violence

For the full statement regarding role and responsibilities about reporting harassment, sexual harassment, sexual misconduct, domestic violence, dating violence, stalking, and the retaliation policy please go to: **Title IX – Sexual Assault, Sexual Violence, Sexual Harassment**. If you feel that your rights have been compromised at CSU, several resources are available to assist:

- Student Resolution Center, 200 Lory Student Center, (970) 491-7165
- Office of Equal Opportunity, 101 Student Services, (970) 491-5836

A note about interpersonal violence: If you or someone you know has experienced sexual assault, relationship violence and/or stalking, know that you are not alone. As instructors, we are required by law to notify university officials about disclosures related to interpersonal violence. Confidential victim advocates are available 24 hours a day, 365 days a year to provide support related to the emotional, physical, physiological and legal aftermath of interpersonal violence. Contact the Victim Assistance Team at: (970) 492-4242.

Religious Observances

CSU does not discriminate on the basis of religion. Reasonable accommodation should be made to allow individuals to observe their established religious holidays. Students seeking an ex-

emption from attending class or completing assigned course work for a religious holiday will need to fill out the **Religious Accommodation Request Form** and turn it in to the Division of Student Affairs, located on the second level of the Administration building. Once turned in, the Division of Student Affairs will review the request and contact the student accordingly. If approved, the student will receive a memo from the Dean of Students to give to their professor or course instructor. Students are asked to turn in the request forms as soon as the conflict is noticed. Similarly, unanticipated conflicts requiring a religious observance, such as a death in the family, can also be reviewed.

Diversity and Inclusion

The **Mission, Vision, and Focus** webpage of the Vice President for Diversity includes a comprehensive statement of CSU's commitment to diversity and inclusion.

CSU Principle of Community

- **Inclusion:** We create and nurture inclusive environments and welcome, value and affirm all members of our community, including their various identities, skills, ideas, talents and
- **Integrity:** We are accountable for our actions and will act ethically and honestly in all our interactions.
- **Respect:** We honor the inherent dignity of all people within an environment where we are committed to freedom of expression, critical discourse, and the advancement of knowledge.
- **Service:** We are responsible, individually and collectively, to give of our time, talents, and resources to promote the well-being of each other and the development of our local, regional, and global communities.
- **Social Justice:** We have the right to be treated and the responsibility to treat others with fairness and equity, the duty to challenge prejudice, and to uphold the laws, policies and procedures that promote justice in all respects.

Disclaimer

All of the information in this course syllabus is subject to change when deemed necessary by the instructor. Students will be notified via postings on the class homepage if such changes occur.