



Econ 201-5112-OAS: Microeconomics

Economics Department, Social Science Division

Online class:

Winter 2014 Syllabus

Important: contact and login information

Instructor: Humaira Jackson Phone: (425) 564-5192

Email: hjackson@bellevuecollege.edu

Office hours: by appointment or can be arranged virtually, A tower offices, 2nd floor A200A

Course Website: www.bc.instructure.com

Homework will be done through Aplia at: www.aplia.com - course Key: 53MW-LX9U-7MBD

Communication with the Instructor: Welcome to our class! I encourage students to read the syllabus carefully and clarify any questions you may have as early as possible. A successful quarter starts and ends with good communication.

Please communicate with me using the email available within Canvas. If this is not possible, you can email me at the address above. I generally log onto this course on weekdays (and early evenings) (M-F) and daytime on Sunday. I make a strong attempt to answer all inbox messages within 24 hours except on Saturdays. I also am available to meet with local on-line students in person. Please contact me through CANVAS inbox to arrange an appointment if you would like to meet to discuss your progress or understanding. You are most welcome to come by during my office hours and introduce yourself. I recommend that you print a copy of this syllabus and keep it handy for the duration of the quarter.

Scope & Method of Economics

Scope of Microeconomics: In Microeconomics, we will examine individual markets, consumer and producer decision making. For example, what factors make the price of gasoline fluctuate so much? If we are in a recession, how does that affect demand for a particular worker, say in construction or real estate? How do wages get determined and what factors cause differentials in pay and compensation? What about tastes and preferences? Is economics all about increasing our material well-being or do we derive benefits from better social programs for others in health and education along with a more sustainable physical environment? Your Micro textbook by Mankiw gives you a foundation based on the NeoClassical economic theory. Your supplemental reader (Dollars & Sense) addresses the shortcomings of the traditional theories. Your aim should be to effectively understand and evaluate the arguments made by both sides.

Method of Microeconomics: Economists like to use mathematical models and graphical tools to understand the workings of the economy. In this course, you will be introduced to or review models such as the production

possibilities frontier and demand and supply models. The demand and supply graphical model will be used throughout the quarter, along with equations to show the relationship between variables that impact the markets we are studying.

General Education Outcomes

The foundation you will gain in this course will help you in achieving a relatively high level of competency in two of the general education outcome areas: reasoning, specifically critical thinking, creativity and problem solving and communication, specifically writing.

Critical Thinking, Creativity, and Problem Solving

- Develops a lifelong habit of critical thinking about issues, and understands the value of authenticated information in any sort of analysis.
- Develops the ability to synthesize a range of responses to identified situations or problems, by invoking problem-solving processes that lead to creative and successful solutions.

Writing

- Writes clearly and effectively for varied audiences and purposes.

Learning outcomes

By the end of the quarter, students will be able to do the following:

- Evaluate economic examples as they related to personal incentives, voluntary exchanges, and decision making.
- Predict outcomes for a competitive market using demand/supply models.
- Using graphical analysis, analyze a competitive market model's associated components and outcomes (demand, supply, price, equilibrium) and their link to elasticity and various production decisions
- Apply the basic model's approach to factor markets such as labor
- Examine the role of governments in altering market outcomes in terms of equity and efficiency.
- Recognize and apply 'economic thinking' to various policy issues and applied problems, incorporating appropriately both positive and normative elements of analysis.

Grading

Assessment	Point Value
Quizzes (5 X 25 points) Lowest score dropped	100
Short Analysis Papers (2 X 36 points)	72
Aplia Homework	72
Discussions	66
Final Exam	72
Self Assessments and practice assignments, intro	18
Total	400

Quizzes:

There will be a multiple choice test (25 questions) for each lesson. It will be timed (you have 60 minutes to answer the questions). Your lowest score or non completed quiz (1/5) will be dropped from your score

Short Analysis Papers:

Short papers (2-3 pages) will allow students to analyze a particular economic problem where they will combine their textbook knowledge of concepts and economic vocabulary. Late papers carry a letter grade deduction per day. Papers will generally not be accepted after two days. Papers must be submitted by the due date/time for full credit. APA citation style is use

Aplia Assignments:

These will be required throughout the quarter as homework. Aplia is meant to be used as a way to get some practice problem solving and applying the concepts in your textbooks. There will be approximately 1-2 graded assignments per week (one per chapter), although there will be more assignments due at the beginning of the quarter as there are math review and other supplementary work to get you ready for heavier chapters. Your math review (in Aplia) is meant to refresh your mathematical knowledge. Please use it as a guide to help you assess what you need to review. I will be available to work with students helping them to get "ramped up" especially in the first two weeks of the quarter but the responsibility is on you. At the end of the quarter, I will drop your lowest three or non-completed assignments from your grade and then compute the % based on the number of questions you got right out of possible scores. Then your percentage will be converted to points (out of 72). Please see Instructions for Aplia access below.

Discussions:

There will be an online discussion for every week. Discussion is a crucial aspect of this course and what really makes an online course work. This is where you will have the most interaction with your classmates and your instructor, and is really what makes this a "virtual classroom." There are two aspects to discussions: an original post and responses to peers. See below for more details.

1. You are required to post one "substantive" posting addressing the course material by Sunday night of the discussion week. By "substantive," I mean not merely providing a brief "yes, I agree" or "no, I do not agree" posting, but discussing the issue in some depth, providing your own thoughts or questions on the matter. Ideally, I'd like you to connect and integrate the discussion prompt to the course textbook readings and/or homework and web assignments (whenever possible). The more evidence that shows you are doing the assignments and readings and engaging with them, the better. In your posting, avoid making unsubstantiated assertions and claims. Support your point with evidence from the required readings or other websites, whenever possible. Some possible ideas to write about include: describing any connections between the readings or course materials, expanding on a concept or idea that struck you in the course material, or offering another explanation or illustrative example.

2. You are also required to reply at least twice to the posts of your peers by the end of the week (by Tuesday night) to keep the dialogue flowing. Additionally, I expect you to read the postings of your colleagues to further the discussion (and avoid repeating what others have posted).

In sum:

- your postings should be substantive and engage with the material;
- your postings should avoid unsubstantiated claims and assertions, and be supported with evidence from the textbook or websites
- your postings should be written in proper English (DO NOT use "r" for "are," and "u" for "you", etc.); should not contain excessive typing errors; and should reflect proper etiquette.
- your postings should not merely repeat what others have said. Be original, reflect on what has already been said, and extend the discussion further.
- your postings should be a minimum of one short paragraph, and a maximum of two paragraphs.

I will be grading your contribution to the discussion, evaluating its quality (not quantity) on the basis of it being excellent, good, sufficient, or insufficient, and assigning corresponding points.

I also encourage you to use the discussions to get/provide help on homework assignments, and to post when you don't understand something from the assigned sources. Everyone else most likely will also benefit from your questions and reflections on the material. However, you are also welcome to ask your questions to me personally. If my answer is something that I think the rest of the class could also benefit in reading, I will post both your question and my answer to the discussion area for the benefit of the rest of the class.

Final Exam:

There will be an online final exam in this course which will require you to write a timed essay that will allow me to assess the cumulative knowledge you have attained. In addition there will be 25 multiple choice questions from anywhere in the course material. **The due date/time for the final is March 24th by 11:59 pm.**

Books and Materials Required:

Required 1

OPTION 1:

Online Textbook bundled with Aplia assignments

www.aplia.com course key: 53MW-LX9U-7MBD

Begin: 01.06.14 End: 03.31.13

Textbook: Principles of Microeconomics by Greg Mankiw

OR

OPTION 2:

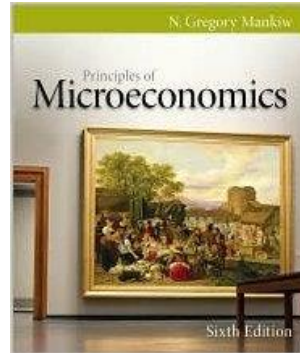
Available in the bookstore.

Principles of Microeconomics. W/Aplia (Looseleaf), 6th ed

Course Key: 53MW-LX9U-7MBD

ISBN: 9781285917054

Please note that option 1 does not include a hard copy of the textbook. You will have to read the textbook online. I recommend students choose option #2. You can access the textbook for free on the first day of class before you decide to purchase. Once you have purchased the bundle you cannot add a hard copy if you choose option 1

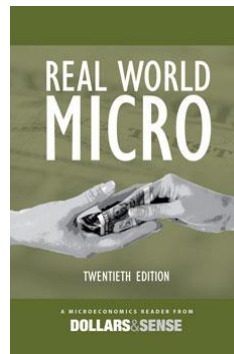


Required 2

Real World Micro, 20th edition

Author Dollars+Sense

ISBN: 9781939402042



COURSE CALENDAR

Lesson	Readings (Mankiw)	Readings (Dollars & Sense)	Assignments
0 – January 6 th , 2014	Introduction to site and text Chapter 1: Ten Principles of Economics		Practice Assignment, Syllabus Quiz & Discussion WK 0
1 – January 7 th -January 21 st	Chapters 2,4,5 Thinking Like an Economist Supply/Demand Model Elasticity		Discussion WK 1-2 Quiz #1 due: 1/21
2 – January 22 ⁿ -February 4 th	Chapters 6-8 Supply/Demand cont'd Governmental policies & Welfare & Taxation		Discussion WK 3-4 Quiz #2 due: 2/4
3 – February 5 th – February 18 th	Chapters 10-12 & Externalities & Public Goods & Taxation applications		Discussion WK 5-6 Paper #1 due: 2/13 Quiz #3 due: 2/18
4 – February 19 th - March 4 th	Chapters 13-15, 17 Costs & Supply Side Decisions (Perfect Competition, Monopoly, & Oligopoly)		Discussion WK 7-8 Quiz #4 due: 3/4
5 – March 5 th – March 18 th	Inequality, Labor & Income Distribution Chapters 18-20		Discussion WK 9-10 Paper #2 due: 3/13 Quiz #5 due: 3/18

Notes on Calendar

1. Other dates to remember Jan. 17th is the 10th day of the quarter.
2. The final exam is due on March 24th, 2014
3. Chapters and reading assigned should be done before material is discussed.
4. No make-up tests (including the final) will be given except under exceptional circumstances.
5. Extra credit assignments (6pts maximum) are not replacements for missed tests or papers
6. This syllabus was constructed as a tentative plan for how the course will proceed. A number of conditions and circumstances may arise which can alter the topics, schedule, activities, materials, etc. The faculty member reserves the option to make any changes as she deems necessary

Class Expectations and Learning Atmosphere

1. Aplia assignments can be found at: www.aplia.com You will be able to see all upcoming Aplia assignments and readings. The rest of the material you need for the class is available via CANVAS
2. Resources needed outside of those provided by the instructor: Amos Web Glossarama for economic terminologies and concept checking tests <http://www.amosweb.com/gls/>
Also, students are expected to utilize the BCC library periodical database ProQuest. The database is available online to everyone student registered in a BCC class.
3. This class is not intended to be simply a review of given textbooks. We are constructing our own investigation into understanding the basic concepts of microeconomics. We will draw on the material from the text, but also on the instructor's experience, current examples from the various newspapers and magazines, and information

provided by students. Chapters in the assigned text should be read according to the schedule and indicates the order of the material and the timing of the exams.

4. Communication: CANVAS Inbox is how I will normally communicate with students outside of campus. If you send me an email to hjackson@bellevuecollege.edu, please be aware that there may be a delay in responding back to you. If you are not able to get online, you may call me at 425-564-5192
5. Attendance: Online participation in class is a significant component towards success in the course. Our daily online interactions are not meant to be just a review of the assigned readings but an opportunity for you to test out your understanding and practice what you are learning. The class assignments are to encourage both individual and peer to peer learning (this happens through Discussions). If you are not posting to Discussions, the whole class will miss your contribution to our learning community. Missed class assignments and discussions cannot be made up.
6. Missed Class Policy: If are not able to get online for 3 consecutive days, you are responsible for the material covered or missed. This means A) check with a fellow student B) check our class website and finally C) see instructor during her office hours or virtually if it isn't possible to meet in person. The expectations for an online class at BC is to be engaged with the course content and readings and online assignments at least 15 hours per week. You should plan on logging in at least 5 out of 7 days and do not let more than 48 hours go by without logging in. I send announcements regularly and update the class calendar but you are responsible for keeping track of your due dates/times as well.
7. Extra Credit Assignments: 2 extra credit points may be earned if the student submits a one paragraph summary based on an attended event (virtually or in person) that relates to something we have learned in class. This paragraph is due within 2 weeks of the event. Maximum points that can be earned is 6. More information can be found under extra credit assignments in CANVAS

Affirmation of Inclusion

Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination.

We value our different backgrounds at Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect. <http://bellevuecollege.edu/about/goals/inclusion.asp>

Student Code

"Cheating, stealing and plagiarizing (using the ideas or words of another as one's own without crediting the source) and inappropriate/disruptive online behavior are violations of the Student Code of Conduct at Bellevue College. Examples of unacceptable behavior include, but are not limited to: using offensive or derogatory language in posts and other inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Code of Conduct to the Vice President of Student Services for possible probation or suspension from Bellevue College. Specific student rights, responsibilities and appeal procedures are listed in the Student Code of Conduct, available in the office of the Vice President of Student Services." The Student Code, Policy 2050, in its entirety is located at: http://bellevuecollege.edu/policies/2/2050_Student_Code.asp

Disability Resource Center (DRC)

The Disability Resource Center serves students with a wide array of learning challenges and disabilities. If you are a student who has a disability or learning challenge for which you have documentation or have seen someone for treatment and if you feel you may need accommodations in order to be successful in college, please contact us as soon as possible.

If you are a person who requires assistance in case of an emergency situation, such as a fire, earthquake, etc, please meet with your individual instructors to develop a safety plan within the first week of the quarter.

The DRC office is located in B 132 or you can call our reception desk at 425.564.2498. Deaf students can reach us by video phone at 425-440-2025 or by TTY at 425-564-4110. . . . Please visit our website for application information into our program and other helpful links at www.bellevuecollege.edu/drc

Public Safety

The Bellevue College (BC) Public Safety Department's well trained and courteous non-commissioned staff provides personal safety, security, crime prevention, preliminary investigations, and other services to the campus community, 24 hours per day, 7 days per week. Their phone number is 425.564.2400. The Public Safety website is your one-stop resource for campus emergency preparedness information, campus closure announcements and critical information in the event of an emergency. Public Safety is located in K100 and on the web at: <http://bellevuecollege.edu/publicsafety/>

*Please see next file for Policies and Procedures for the Social Science Division