

**ECON 202 PRINCIPLES OF MICROECONOMICS
IDEAL PROGRAM
COURSE SYLLABUS**



Please read the following course syllabus carefully, especially the course dates, times and location. If you have any questions, please do not hesitate to communicate with the IDEAL Program office, your academic advisor, or the instructor.

The IDEAL degree-completion program is designed with the adult learner in mind. Adult learners approach learning with specific goals, want to be able to directly apply new learning to their work and personal lives, and tend to learn best when the coursework is problem-centered so that they are actively engaged in the learning process. In addition, adults bring rich and varied experience to the classroom, which becomes a valuable learning resource for other students.

The IDEAL Program assumes joint responsibility in the learning process. The activities and assignments in the courses build on the shared experience of all learners in each class. This is why each student's preparation, participation and interaction in class activities and discussions are critical to the success of each course. The accelerated format of each course requires a significant amount your time outside the classroom to prepare for and complete the course assignments. This varies between students and courses; however, students typically spend nine-twelve hours per week on course material.

To participate in the IDEAL Program, it is expected that you will do the following:

1. Attend every class session. Be on time.
2. Obtain the required course materials prior to the first class session.
3. Complete the first assignment prior to the first class session and all subsequent assignments to the best of your ability.
4. Participate in the class discussions and demonstrate respect and consideration to the instructor and other students when they express themselves in discussion.

If you cannot perform these four expectations, it is recommended that you drop the course. We look forward to your academic success in each course and the ultimate completion of your degree.

ECON 202 PRINCIPLES OF MICROECONOMICS

Spring 2014

Thursdays

March 13 – May 1, 2014

6:00-9:00pm

Bridgeport Campus

Course Description:

From the UB Catalog: An analysis of price, output, income distribution, market structures and international trade.

Course Objectives: Upon completion of this course the student will be able to do the following:

- Explain the importance of voluntary exchange and division of labor to economic growth.
- Describe how comparative advantage facilitates increased standards of living.
- Use the laws of supply and demand to explain the functions of prices in the economy.
- Employ Equilibrium Analysis to analyze current economic issues.
- Analyze the effects of subsidies, taxation and price controls.
- Discuss demand and supply of labor and effects on wages.
- Analyze the effects of minimum wage laws.
- Evaluate market participation based on standards of competitiveness.
- Evaluate market failure and public policy.

Instructor: Michael Giampaoli

Email: gmichael@bridgeport.edu

Please use “ECON 202” in the subject line when sending an email message to me.

Office Hours: 30 minutes before or after class or by appointment.

Textbook:

Modern Principles of Economics: Microeconomics by Cowen and Tabarrock, 2nd edition, Worth Publishers.

ISBN#: 978-1-4292-3999-8

Assignment Prior to First Class Session:

1. Read text: Chapter 1 & 2
2. Login to Canvas Learning System through myUB (course not available until March 1st).
3. On Canvas, click on “Begin Here” and read through Module 1.
4. Write Assignment 1: Instructions in Canvas, Module 1. Click on “Essay 1”. Due March 13th by 6pm.
5. If you have any problems accessing the course materials via Canvas, please let me know immediately.

Assignments & Grading:

The structure of the course is predicated on the assumption that the readings have been completed prior to the class session. Each class session will review the highlights, cover the more difficult material and build upon it.

First Assignment: Essay 1 (10 points):
See description above.

Week 2 – Week 8

Summary and Analysis Essay/Short Answer Questions (60 points): Write brief essay(s) responding to a posted article(s) and/or question(s). These will be posted in Canvas under Modules and Assignments. Approximately three essays of 20 points each. See more details and grading rubric below.

Quizzes (90 points): There will be six (6) quizzes to be completed following the weekly class session (15 points each). The quizzes will focus on the concepts presented and discussed in class and in the text reading for the upcoming week. It is advisable to do the weekly reading prior to taking the quiz. Each quiz is timed and must be completed within one hour. Once you begin the quiz, you must complete it. Each quiz must be completed by the Sunday night prior to the Monday class session. Quizzes are located in the Modules within Canvas.

Article Analysis Essay (80 points):

Select an article from a print or online news source that addresses microeconomic issues. Using the tools of analysis covered in this course, you should summarize the article, and then analyze and critique the article. See more details and grading rubric below. The Essay is due at the last class session. The original article must be either attached to your essay or provided via a link to its location.

Final Exam (60 points): There will be a final exam at the last class session.

Class Participation:

Your grade in class participation is determined by quality and quantity—the accuracy and activity of your questions and/or answers posed in class, which can move a + or – on your grade.

Letter Grading Scale:

% of Points Earned	Letter Grade
100-94	A
93-90	A-
89-87	B+
86-84	B
83-80	B-
79-77	C+

% of Points Earned	Letter Grade
76-74	C
73-70	C-
69-67	D+
66-64	D
63-60	D-
Below 60	F

Summary and Analysis Essay—Description

Read a posted article that describes a current event or issue relevant to microeconomics. After reading the article, you will write a Summary and Analysis essay. The essay should be submitted by the due date via Canvas.

The Summary:

A summary is a concise paraphrase of the main ideas or events stated in an article. It cites the author and the title (usually in the first sentence); it contains the article's main idea and supporting information; it may use direct quotation of forceful or concise statements of the author's ideas; it will NOT usually cite the author's examples or supporting details unless they are central to the main idea or event [don't get bogged down with anecdotes or stories from the article]. Most summaries present the major points and continually refer back to the article being summarized (i.e. "Damon argues that ..." or "Goodman also points out that ... "). The summary should accurately identify the major economic principle or thought that is central to the article or event and define the economic problem associated with that article.

The Analysis:

An analysis is a critique or evaluation of the main ideas of the article in the context of the appropriate economic principle. Unlike the summary, it is composed of YOUR thoughts about the economic principle in relation to the article being summarized. It uses economic principles to analyze the events or thoughts described in the article. A good analysis is focused and persuasive; therefore, it should cite facts, use quotes from the article, explain economic laws, examples, and personal experience that provide evidence to support your evaluation.

The goals for this assignment are:

- To demonstrate your knowledge of economic principles as applied to real-life situations; and,
- To demonstrate your ability to articulate your knowledge in a form of academic writing.

Grading Rubric:

(20 points) possible	Content (Summary)	Content (Analysis)	Mechanics & Grammar	
ADVANCED	<p>Summary is clear; accurately identifies the specific economic issue. Correctly defines the economic problem, supported by evidence (quotes) from the article.</p> <p>6 - 7 points</p>	<p>Analysis accurately uses economic principles to critique the ideas or events. It provides a clear and accurate analysis of the economic outcomes and provides a compelling and persuasive evaluation supported by evidence (quotes) from the article.</p> <p>9 - 10 points</p>	<p>Precise and correct use of words and sentence structure. Accurate use of grammar, mechanics, spelling, usage and sentence formation.</p> <p>2 - 3 points</p>	
PROFICIENT	<p>Summary is somewhat clear; misidentifies the specific economic issue. Definition of the economic problem is incomplete with little, or weak support by evidence (quotes) from the article.</p> <p>5 points</p>	<p>Analysis is incomplete in the accuracy and/or the use of economic principles to critique the ideas or events. It provides a somewhat confusing analysis of the economic outcomes and provides a moderately persuasive evaluation that is vaguely supported by evidence (quotes) from the article.</p> <p>7 - 8 points</p>	<p>Basic sentence structure. Some errors in the use of grammar, mechanics, spelling, usage and sentence formation.</p> <p>1 point</p>	
BELOW BASIC	<p>Summary is unclear and incorrectly identifies the specific economic problem. Definition of the economic problem is inaccurate and support by evidence (quotes) from the article is omitted.</p> <p>4 points</p>	<p>Analysis is inaccurate in the use of economic principles to critique the ideas or events. It provides little analysis of the economic outcomes and provides an unpersuasive evaluation that omits evidence (quotes) from the article.</p> <p>6 points</p>	<p>Lacks basic sentence structure. Many errors in the use of grammar, mechanics, spelling, usage and sentence formation.</p> <p>0 points</p>	
Scores				TOTAL

Article Analysis Essay—Description

An important part of your experience in this course will be this writing assignment that is designed to foster your skills as an economic naturalist (someone who is able to analyze current events with the tools of economic principles). In the essay, your assignment is to use a principle, or principles, discussed in the course to analyze and explain some pattern of events or behavior that you have discovered in a written article or news report [websites, newspapers, magazines, are all acceptable]. Tip: a diverse collection of articles can be found on the following website: realclearmarkets.com.

To complete the assignment, you will select an article or news report that addresses a microeconomic issue, briefly summarize the article, and then analyze and critique the article according to your selected economic principle(s). You must analyze and critique the article and not merely summarize it. Your essay should be organized, well-written and should reflect your knowledge of microeconomic theory.

The essay is worth 80 points. The organization of the essay must be as follows:

- one or two paragraph(s) summarizing the article, two or three paragraphs analyzing and critiquing, a graph that illustrates the analysis, and one paragraph concluding your argument.
- 500 to 750 words (2-3 typed pages), double-spaced, with 1" margins on all sides, using 12 point font.
- the article must be attached to the essay.

Essay Requirements:

1. Topic: Focus on Market and/or Equilibrium Analysis. Through your analysis, compare and contrast the current event as described in the article with the economics of market exchange; shifts in supply and demand; price controls. Identify underlying economic principle(s); for example, the laws of supply and demand, the principle of Incentives, the principle of Comparative Advantage, etc. Through your analysis, compare and contrast the current event as described in the article with the economic principle and persuasively offer a prescriptive solution.
2. This essay must include a supply & demand graph labeled clearly that depicts your analysis, and one paragraph stating your conclusion. Graphs can be hand-drawn, but must be labeled clearly.
3. The essay must be submitted via email not later than class session 8. A hand-drawn graph may be submitted at class session 8.

Grading:

Each essay will be graded on both style and substance.

	Content (Summary)	Content (Analysis)	Graphical Explanation	Mechanics & Grammar
(80 points)	20 points	30 points	15 points	15 points
A D V A N C E D	Summary stated clearly, identifying specific issue(s). Identifies underlying economic assumptions and conclusions.	Analysis states economic theory clearly and supports analysis of article with examples and quotes. Clearly and accurately analyses the article's statement and provides clear evaluation. States clear argument for or against conclusions based on economic theories.	Presents graphical analysis clearly and accurately. Demonstrates knowledge of content graphically represented. Identifies appropriate changes as reflected in the graphing. Graphs are labeled clearly and accurately.	Precise and correct use of a variety of words and sentence structure. Accurate use of grammar, mechanics, spelling, usage and sentence formation.
P R O F I C I E N T	Summary is somewhat clear, identifies some issue(s). Moderately identifies underlying economic assumptions and conclusions.	Analysis states economic theory somewhat clear. Incomplete analysis of article. Incomplete use of examples and/or quotes to support analysis. Evaluation is moderately effective. Omits or misstates argument for or against conclusions based on economic theories.	Graphical analysis is vague and not completely accurate. Demonstrates some knowledge of content graphically. Changes are incompletely identified as reflected in the graphing. Graphs are labeled somewhat, but not completely accurate.	Basic sentence structure. Some errors in the use of grammar, mechanics, spelling, usage and sentence formation.
B E L O W B A S I C	Summary is unclear, does not identify any issue(s) specifically. Omits stating underlying economic assumptions and conclusions.	Analysis misstates or omits economic theory. Omits use of examples and/or quotes to support analysis. Evaluation is ineffective.	Lacks graphical analysis. Changes are not identified. Graphs are labeled inaccurately.	Lacks basic sentence structure. Many errors in the use of grammar, mechanics, spelling, usage and sentence formation.

ACADEMIC POLICIES

Attendance Policy

Classroom attendance is an integral part of the academic experience; therefore, students are expected to attend all class sessions. If an absence is unavoidable, the student, prior to class, should communicate with the instructor. Arrangements should be made at that time for submission of any missed assignments. It is also expected that students arrive on time and not leave until the class is dismissed. Tardiness will result in a reduced grade for the course. If you cannot attend every class session you should consider dropping the course.

IMPORTANT:

- Missing one class session will drop the final grade by one letter grade (for example if a student earns a grade of “B” in the course, the final grade would be a “C”).
- Missing two or more class sessions will be cause for a failing grade.
- Note: For 15-week courses; missing two class sessions will result in a letter grade drop and three or more will cause a failing grade.

Drop Procedures

To drop a course, you must complete and submit a Schedule Change Request Form. The form can be accessed at the IDEAL Course Schedule webpage:

<http://www.bridgeport.edu/academics/continuinged/ideal-academic-degree-programs-and-certificates/ideal-course-schedule/>.

Please print and complete the form and fax the form to the IDEAL Office: 203-576-4537. Prior to dropping a course, the student should contact their IDEAL Academic Advisor to understand the implications to financial aid and/or degree plan progress.

Please review the drop fees and tuition refunds at the Academic Calendar; accessed at the IDEAL Course Schedule webpage (same link above).

Cell Phones

Cell phones must be turned off (or placed on “vibrate”) while in the classroom. A cell phone call is disruptive and disrespectful to the other students in the class.

Academic Dishonesty

The IDEAL program prohibits all forms of academic dishonesty. Academic dishonesty is normally defined as, but not limited to, the following two categories:

Cheating – Using inappropriate sources of information in an assignment or on a test. The following are examples of cheating taken from real student experiences:

Case #1: A student is enrolled in an introductory psychology course. He has co-workers who have taken the same course. As the end of the course approaches, he wonders how he will find the time to get the research paper finished, and asks

one of his co-workers for help. His co-worker hands him a research paper that he submitted in a similar course. The student makes minor modifications to the paper, and submits it under his own name.

Case #2: A student enrolled in a humanities course is unsure about how to structure an essay. She is doing research on the World Wide Web, and comes across an essay written by a student from another university. Using her computer mouse, she copies and pastes the essay into her word processor. She goes to great lengths to re-word the paper in her own style, but essentially leaves the content and organization the same.

Plagiarism – Intentional as well as unintentional failure to acknowledge sources as well as the use of commercially available so-called “research papers” without full recognition of the source. Presenting as one’s own, the ideas, words, or products of another. The following are examples of plagiarism taken from real student experiences:

Case #3: A student is conducting research for a Civil War research paper. He has reviewed work on the Internet. Finding helpful information, he has summarized his findings without citing his sources. He believes that minor paraphrasing is all that is necessary.

Case #4: A student is writing a paper that requires her to address specific topics and problems in the assigned course textbook. She takes the information directly from the textbook with slight modification, without giving any citation. She thinks that since it is the course textbook, she doesn’t have to use quotations or citations.

Academic dishonesty applies to all courses, assignments or exams completed by students and submitted as their own original work, whether in person or by electronic means. The University does not tolerate cheating in any form. It is a serious breach of conduct with serious consequences. Instructors have the right to determine the appropriate penalty for academic dishonesty in their own courses; generally, however, such acts will result in a failing grade for the assignment and/or the course. The penalty for subsequent acts of academic dishonesty may include expulsion.

More information on how to recognize plagiarism can be found at this site:
http://www.indiana.edu/~istd/plagiarism_test.html

Ethics Statement of Confidentiality

An integral component of an IDEAL course is student and faculty expression of personal experiences for the purpose of facilitating coursework. Students enrolled in the program are expected to honor confidentiality as it pertains to student disclosure. Shared information, comments, or opinions expressed by another student or the faculty member during the course of classroom discussion should never be used in a manner which is intended to humiliate, embarrass, harass, damage, or otherwise injure other students in their personal, public, or business lives. In addition, confidentiality must be upheld by not disclosing any information that would identify any particular individual.

ACADEMIC RESOURCE CENTER

The Academic Resource Center is available for IDEAL students seeking help in their studies. The Center is staffed by writing professionals and peer tutors. More information can be found at: <http://www.bridgeport.edu/pages/2209.asp> The Center is located on the 5th Floor of the Wahlstrom Library. Make an appointment or walk-in: Telephone: 203-576-4290. **Online Tutoring** is available at: www.etutoring.org. To use this free service you must have a UBNet account.

Obtaining a UBNet Account

Every registered student should obtain a UBNet Account. The account allows you to access MyUB; the portal for grades, library services, Canvas online learning system. Also, the account allows you access to computers in the Library and computer labs, and provides an email account in which the University sends out information. Go to: <http://www.bridgeport.edu/ubnet> - Click on "New UBNet Account" and follow the instructions.

The @bridgeport.edu email address is the official email the University uses to send information to you. You can have your bridgeport.edu email forwarded to any other private email account you use. Following the activation of your UBNet account (takes 24 hours), login at: <http://www.bridgeport.edu/email> and click on "forwards" at the top of the page. Follow the directions to forward email messages to your other account.

Learning Management System (LMS) - Canvas

For all courses that use Canvas, you can access Canvas through the portal by using the myUB link. Faculty post class documents on Canvas e.g. syllabus, power points, discussion questions, case studies, current event articles, papers, reports etc. (save some trees). All students have access, and can download and copy the documents.

Canvas Tutorial For Students: <https://bridgeport.instructure.com/courses/985903>

For assistance contact the UB Help Desk at 203-576-4606 or email

helpdesk@bridgeport.edu <https://bridgeport.instructure.com/courses/829447/>

Accessing Your Grades & Schedule Online

The WebAdvisor online information system allows students to search for available classes, check grades, view semester class schedule and verify your personal profile. Grades are generally posted 2-3 weeks following the end of a course. To access WebAdvisor, login in to MyUB and follow the WebAdvisor menu on the right. If you are carrying a financial balance, access to WebAdvisor will be restricted.

Using the Library

Access to the Digital Library is through MyUB. On the MyUB home, in the central column, click on "myEureka Digital Library." Research tools available:

- Search for books held at the library.

- Search the online databases for your academic field; business, counseling, human services, psychology, etc.

- Send questions to the Reference Librarian for assistance in research topics and searching strategy.

Using Computers

Open access computer labs are available at three locations:

- Bridgeport – 1st floor of the Wahlstrom library. Check library hours of operation at: <http://www.bridgeport.edu/library>.
- Stamford – Room D; Check open hours at: <http://www.bridgeport.edu/stamford>
- Waterbury – Computer Lab; Check open hours at: <http://www.bridgeport.edu/waterbury>

Course Cancellations

Any emergency necessitating the canceling of courses will be announced by the University through the Emergency Notification Telephone Line, (203) 576-4159. Please call this number for information on course cancellations. Also, information will be posted under “Latest News” on the UB home page, (www.bridgeport.edu). Canceled classes will be made up either the week following the end of the course or in consultation between the instructor and the students as to day and time availability. Course cancellations are also announced on television and radio stations.

IMPORTANT CONTACT INFORMATION

Office	Telephone	Email
Bridgeport Campus Security	(203) 576-4911	ubsecurity@bridgeport.edu
Bursar	(203) 576-4692	bursar@bridgeport.edu
Cashier	(203) 576-4682	cashier@bridgeport.edu
Financial Aid	(203) 576-4568	sfs@bridgeport.edu
Registrar	(203) 576-4635	registrar@bridgeport.edu
Emergency Notification Phone	(203) 576-4159	
IDEAL Office	(203) 576-4800	idealinfo@bridgeport.edu

CAMPUS CONTACT INFORMATION

Campus	Address	Telephone	Email
Bridgeport	126 Park Avenue Bridgeport, CT 06604	(203) 576-4800	idealinfo@bridgeport.edu
Stamford	5 Riverbend Drive Stamford, CT 06750	(203) 358-0700	ubstamford@bridgeport.edu
Waterbury	84 Progress Lane Waterbury, CT 06705	(203) 573-8501	ubwaterbury@bridgeport.edu

Directions to IDEAL Campus locations	http://www.bridgeport.edu/pages/2260.asp
---	---

To fill out your financial aid report to the Federal Government, please go online to www.fafsa.ed.gov. The school code for the University of Bridgeport is **001416**.
Federal Student Aid Information: 1-800-433-3243.