**Course Syllabus**

**Microeconomics**

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**COURSE INFORMATION** [**TOP**](#Tableofcontents)

**Term:**  1302A April 2013 Term

**Dates:**  4/17-6/25/2013

**Course Number/Section:** COURSE\_NUMBER-01

**Course Title:** Microeconomics

**Credit Hours:** 5

**Prerequisites:** None

|  |  |
| --- | --- |
| We strongly recommend that you complete the **Campus Tour**, available on your Student Homepage. This essential tutorial discusses hardware and software requirements as well as presenting an overview of learning with the eCollege® platform.  |  |

**INSTRUCTOR AND SEMINAR INFORMATION** [**TOP**](#Tableofcontents)

**Instructor Name and Credentials:** Dr. Tilahun Ayanou

 **E-mail Address:** tayanou@.edu

**Office Hours (ET):** Monday and Friday 7:00-8:00PM (EST)

**Google Chat™ will be used to communicate with the instructors during office hours. Please review the**[**Google Chat Quick Start Guide**](http://extmedia.kaplan.edu.edgesuite.net/global/KSGmailChatQuickStartGuide.pdf)**for an overview of the system.**

**Course/Seminar Day and Time (ET):** Wednesday 9:00-10:00PM (EST)

**COURSE MATERIALS** [**TOP**](#Tableofcontents)

**Textbook Information**

**Title:** Microeconomics, 3rd Edition
**Author(s):** Paul Krugman & Robin Wells

**ISBN:** 978-1-4292-8342-7

**Publisher:** Worth Publishers

**eBook or Physical text:** eBook

**Software Requirements**

**Microsoft® Office Professional® 2007 (or Later)**

\*\*Includes Microsoft Word®, Excel®, and PowerPoint®

**COURSE DESCRIPTION** [**TOP**](#Tableofcontents)

This course is an introduction to the principles of microeconomics, which introduces students to the study of the allocation of scarce resources by individual economic actors (consumers and firms) in a market economy. Students will examine the role of markets (supply and demand) in determining prices, consumer and household behavior, and the application of the cost function of a firm in different market structures to maximize profits. Particular attention will be given to integrating economic principles with the study of “real-world” problems.

**COURSE OUTCOMES** [**TOP**](#Tableofcontents)

**Course Outcomes:** By the end of this course, you should be able to:

**COURSE\_NUMBER-1:** Determine how markets allocate scarce resources.

**COURSE\_NUMBER-2:** Describe the concept of maximization of utility in relation to consumer and household choices.

**COURSE\_NUMBER-3:** Analyze the cost of production for a firm.

**COURSE\_NUMBER-4:** Compare a firm’s behavior in various markets.

**COURSE\_NUMBER-5:** Summarize government policy in correcting distortions to the private market outcomes.

**COURSE\_NUMBER-6:** Analyze professional conduct in business.

**General Education Literacy Outcomes:**

**CLA GEL 1.1:** Demonstrate college-level communication through the composition of original materials in Standard American English.

**CLA GEL 8.5:** Apply critical thinking to the field of study.

**COURSE CALENDAR** [**TOP**](#Tableofcontents)

|  |  |  |
| --- | --- | --- |
| **Unit # and Topic** | **Learning Activities** | **Assessments** |
| Unit 1: Basic Economic Principles | * Introduce yourself to your instructor and classmates.Complete the unit Reading.
* Participate in Discussion Board.
* Complete the unit Assignment.
* Participate in Seminar or complete alternative assignment.
* Review the Learning Activities.
* Check out Extra!Extra!
 | * Discussion Board
* Assignment
* Seminar
 |
| Unit 2: Use of Scarce Resources and Gains from Trade | * Complete the unit Reading.
* Participate in Discussion Board.
* Choose a Topic for your final paper.
* Complete the unit Assignment.
* Participate in Seminar or complete alternative assignment.
* Review the Learning Activities.
* Check out Extra! Extra!
 | * Discussion Board
* Assignment
* Seminar
* Research paper topic
 |
| Unit 3: Supply and Demand and Consumer and Producer Surplus | * Complete the unit Reading.
* Participate in Discussion Board.
* Complete the unit Assignment
* Participate in Seminar or complete alternative assignment.
* Review the Learning Activities.
* Check out Extra! Extra!
 | * Discussion Board
* Assignment
* Seminar
 |
| Unit 4: Government Interventions and Market Efficiency | * Complete the unit Reading.
* Participate in Discussion Board.
* Complete the unit Assignment.
* Participate in Seminar or complete alternative assignment.
* Complete your research paper outline.
* Review the Learning Activities.
* Check out Extra! Extra!
 | * Discussion Board
* Assignment
* Seminar
* Research paper outline
 |
| Unit 5: Consumer Behavior | * Complete the unit Reading.
* Participate in Discussion Board.
* Complete the unit Assignment.
* Participate in Seminar or complete alternative assignment.
* Review the Learning Activities.
* Check out Extra! Extra!
 | * Discussion Board
* Assignment
* Seminar
 |
| Unit 6: Production and Costs | * Complete the unit Reading.
* Participate in Discussion Board.
* Complete the unit Assignment.
* Participate in Seminar or complete alternative assignment.
* Complete your research paper draft.
* Review the Learning Activities.
* Check out Extra! Extra!
 | * Discussion Board
* Assignment
* Seminar
* Research paper draft
 |
| Unit 7: Price Determination under Extreme Market Structures | * Complete the unit Reading.
* Participate in Discussion Board.
* Complete the unit Assignment.
* Participate in Seminar or complete alternative assignment.
* Review the Learning Activities.
* Check out Extra! Extra!
 | * Discussion Board
* Assignment
* Seminar
 |
| Unit 8: Market Structures with Imperfect Competition | * Complete the unit Reading.
* Participate in Discussion Board.
* Complete the unit Assignment.
* Participate in Seminar or complete alternative assignment.
* Complete the final research paper.
* Review the Learning Activities.
* Check out Extra! Extra!
 | * Discussion Board
* Assignment
* Seminar
* Final research paper
 |
| Unit 9: Impacts of Markets on Social Costs and Benefits | * Complete the unit Reading.
* Participate in Discussion Board.
* Complete the unit Assignment.
* Participate in Seminar or complete alternative assignment.
* Review the Learning Activities.
* Check out Extra! Extra!
 | * Discussion Board
* Assignment
* Seminar
 |
| Unit 10: Reflection | * Take the Final Exam.
* Review Program Portfolio.
 | * Final Exam.
 |

**GRADING CRITERIA/COURSE EVALUATION** [**TOP**](#Tableofcontents)

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessments** | **Number** | **Points each** | **Total Points** |
| **Discussions** | **9** | **25** | **225** |
| **Assignments** | **1****8** | **40****25** | **240** |
| **Research Project** | **1****1****1****1** | **10****45****50****235** | **340** |
| **Seminar** | **9** | **15** | **135** |
| **Final Exam** | **1** | **60** | **60** |
| **Total Points** |  |  | **1000 Points** |

 **UNIVERSITY GRADING SCALE** [**TOP**](#Tableofcontents)

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade** | **Points** | **Percentage** | **Grade Point** |
| A | 930–1000 | 93–100% | 4.0 |
| A- | 900–929 | 90–92% | 3.7 |
| B+ | 870–899 | 87–89% | 3.3 |
| B | 830–869 | 83–86% | 3.0 |
| B- | 800–829 | 80–82% | 2.7 |
| C+ | 770–799 | 77–79% | 2.3 |
| C | 730–769 | 73–76% | 2.0 |
| C- | 700–729 | 70–72% | 1.7 |
| D+ | 670–699 | 67–69% | 1.3 |
| D | 600–669 | 60–66% | 1.0 |
| F | 0–599 | 0–59% | 0.0 |
| CC |  | Credit by Examination | N/A |
| EC |  | Experiential Credit | N/A |
| I |  | Incomplete | 0.0 |
| NR |  | Not Required |  |
| P |  | Pass | N/A |
| S |  | Satisfactory | N/A |
| TC |  | Transfer Credit | N/A |
| U |  | Unsatisfactory | N/A |
| W |  | Withdrawal | N/A |
| MW |  | Military Withdrawal |  |

**INSTRUCTOR’S GRADING CRITERIA/TIMETABLE** [**TOP**](#Tableofcontents)

All course Projects submitted on time will be graded within 5 days of their due date (the Sunday of the following unit). Late work will be graded within 5 days of the submission date. Discussion Board grades will be updated each week no later than Sunday of the week following the unit’s completion.

**POLICIES** [**TOP**](#Tableofcontents)

Students who wish to review current policies (academic appeals, attendance/tardiness, plagiarism, etc.) should refer to the current  [University Catalog](http://www.kaplanuniversity.edu/documents/catalog.pdf) and/or [Addendum](http://extmedia.kaplan.edu/global/Catalog/Kaplan_Catalog_Addendum.PDF).

**LATE POLICY** [**TOP**](#Tableofcontents)

**Extenuating Circumstances:** If you have extenuating circumstances that prevent you from completing Projects, Quizzes, Seminars, or participating in the class, **please contact your instructor to make alternative arrangements.** The possibility of alternative arrangements is at the discretion of your instructor. Active communication is the key to overcoming any hurdles you may encounter during the term. It is your responsibility to inform your instructor (ahead of time, whenever possible) of extenuating circumstances that might prevent you from completing work by the assigned deadline. In those situations, we will work together to come up with a mutually acceptable alternative. Prior notification does not automatically result in a waiver of the late penalties.

Please note that evaluation of extenuating circumstances is at the discretion of your instructor and documentation may be required for verification of the extenuating circumstance. Examples of extenuating circumstances may include but are not limited to: personal/family member hospitalization, death in the family, weather/environmental evacuation due to fire/hurricane, or active military assignment where Internet connectivity is unavailable for an extended time period. **Computer-related issues and Internet connectivity issues are not considered extenuating circumstances.**

Without Extenuating Circumstances:

 Up to 1 week (1–7 calendar days) late is a 20% deduction in points.

 After 1 week (8–14 calendar days) late is a 30% deduction in points.

 No work will be accepted more than 2 weeks after the due date.

 Late work must be submitted prior to the last day of the course.

 Final Projects will not be accepted after the due date established in the course.

Note: In order for you to make up a Quiz, Exam, or Discussion Board, you **must** **contact your instructor by e-mail at least one day** prior to the day you want to make up the work so that access can be provided. Additionally, you must notify your instructor by e-mail when you have submitted late work.

**TUTORING** [**TOP**](#Tableofcontents)

Tutoring and many other resources are available in the University Writing Center which you can access on the right-hand side under Academic Support on your KU Campus page. You can find everything from using commas to conducting research. You can learn APA citation, review grammar, see sample essays, and this is just scratching the surface. In addition, you can also chat with a live tutor during live tutoring hours (listed in the Writing Center) that can help you locate material within the Writing Center, understand a particular Assignment, and explore the library. Finally, you can submit a paper and receive comments specific to that paper within 48–72 hours.

**PROJECTS** [**TOP**](#Tableofcontents)

**Projects** ⎯ Projects are Assignments that require you to submit coursework to the instructor via the Dropbox. Projects are graded Assignments, whereas exercises are ungraded.

**FINAL Projects/Final Exam**

Most courses require a Final Project and/or Exam. In some cases, a course will include a Midterm Project or Exam.

Projects are due Tuesday 11:59 p.m. ET of their assigned unit.

**ALL PROJECTS MUST BE SUBMITTED VIA THE DROPBOX TO ENSURE CREDIT.**

**SEMINARS** [**TOP**](#Tableofcontents)

A description of all Seminars to be held can be found under each of the units in the course. For the day and time of Seminar for this course, refer to the Instructor Information and Seminar time section of this document.

To access your Seminar, log in to your home page. There are two routes to attending the Seminar. Click on the “My Studies” button then select the “My Seminars” link. Or locate the class for which you are attending Seminar, and then click on the “My Seminars” link. In the “My Seminars” area, select the date range of the Seminar you want to attend then click the “View” button. Using the Calendar View or the Table View click on the Seminar you want to attend. After a brief pause, you will be in the Seminar. Your name should appear on the left side of the screen. For additional instructions, review Seminar Instructions found in the Course Home menu for the course.

**DISCUSSION BOARDS** [**TOP**](#Tableofcontents)

Discussion topics provide a forum for students to seek clarification and answer important questions about the course material. The Discussion also allows students to receive feedback from the instructor and other students in the class. A Discussion Board grade will be posted to the Gradebook for each unit using the following grading criteria.

The Discussion Board Requirement:

* Post a minimum of three posts per Discussion topic. One initial response and two replies to your classmates.
* Posting on a minimum of 3 different days, for example: Wednesday, Friday, and Monday
* The first post must be made by Saturday.

### ****Participating in Discussion Boards****

You will communicate with your professor and classmates using the Discussion Board areas. This is where you post your responses to Discussion topics and share your experiences in completing exercises and applying the content of the course.

Participation in Discussions is required and will help determine your grade. You are expected to contribute to each of the Discussion topics in each unit. You should read all responses of other students and add your own.

During Discussions Boards, you must demonstrate not only that you understand the subject matter but also that you can apply what you have learned, analyze it, integrate it with knowledge you already have, and evaluate it critically. Your postings should be appropriate and timely contributions that add value to the Discussion.

Your instructor will provide you more detailed information about requirements and grading related to participation in Discussions.

**Discussion Guidelines**To ensure your success as a contributor to Discussions and as a student in this class, we suggest the following guidelines for posting:

* Be clear about which message you are responding to. Refer to specific passages or ideas in the course or text that have sparked your interest.
* Make sure your contribution adds something new to the Discussion. A simple "I agree" may be your initial response, but think about how you can take the conversation to the next level.
* Make your posting clear and easy to follow by dividing longer messages into paragraphs.
* Address classmates by name or user name, and sign your own messages.
* Feel free to pose new questions to your classmates within your own message.
* Use correct spelling, capitalization, grammar, syntax, and punctuation.
* If you plan to post a lengthy response, it is a good idea to type your response in Word or Notepad™, then copy and paste it into the Discussion area. This way you will always have a record of your communication if for some reason you lose your connection to the course.
* If you have any questions on these procedures, please contact University Student Services.

#### ****Sample Question and Answers****

The following are some examples of acceptable and unacceptable responses to Discussion topics:

Sample Topic: "The author claims that the Internet has changed teaching. How would you respond to this assertion?"

Unacceptable: "I agree."

Unacceptable: "I think the author is off her rocker on this point. I can't stand it when techies try to write about education."

Acceptable: "I agree with Becky W's basic point — that is, I think she's right that the advent of the Internet means dramatic changes in how we teach. But I think she's so concerned with whether technology is going to replace teachers that she misses an essential point. Teachers must change themselves to use the Internet effectively. The Internet will never replace teachers and it will never be a successful tool unless teachers make it one."

Acceptable: "I disagree with Becky W. The Internet has not changed teaching any more than the printing press changed teaching, or modern instructional design has changed teaching. New ideas about teaching and new technologies help us deliver good teaching more effectively. They may help us understand more fully what we're delivering. They may help us reach more students. But the essence of good teaching remains the same."

**NETIQUETTE** [**TOP**](#Tableofcontents)

Interactions in an online classroom are in written form. Your comfort level with expressing ideas and feelings in writing will add to your success in an online course. The ability to write is necessary, but you also need to understand what is considered appropriate when communicating online.

The word "netiquette" is short for "Internet etiquette." Rules of netiquette have grown organically with the growth of the Internet to help users act responsibly when they access or transmit information online. As a University student, you should be aware of the common rules of netiquette for the Web and employ a communication style that follows these guidelines.

* Wait to respond to a message that upsets you and be careful of what you say and how you
say it.
* Be considerate. Rude or threatening language, inflammatory assertions (often referred to as "flaming"), personal attacks, and other inappropriate communication will not be tolerated.
* Never post a message that is in all capital letters — it comes across to the reader as SHOUTING! Use boldface and italics sparingly, as they can denote sarcasm.
* Keep messages short and to the point.
* Always practice good grammar, punctuation, and composition. This shows that you have taken the time to craft your response and that you respect your classmates' work.
* Keep in mind that Discussion Boards are meant to be constructive exchanges.
* Be respectful and treat everyone as you would want to be treated yourself.
* Use spell check!

You should also review and refer to the Electronic Communications Policy contained in the most recent University Catalog.

*\*\*Note: This Syllabus is subject to change during current and future courses. Please refer to the most updated Syllabus for this course provided by your instructor.*

**RUBRICS** [**TOP**](#Tableofcontents)

## Discussion Board Participation Rubric

The Discussion Board Requirement:

* Students are to post a minimum of three posts per Discussion topic. One initial response and two replies to their classmates.
* Posting on a minimum of 3 different days, for example: Wednesday, Friday, and Monday
* **The first initial response to the Discussion topic must be made by Saturday.**

|  |  |
| --- | --- |
| **Quality (40%) of your post will be measured on the following criteria:*** **All assigned Discussion topics were answered completely**
* **Posts were on topic and unique in content**
* **All posts demonstrated analysis of the topic**
 | **Score** |
| No quality criteria were met.0 points) | One criterion was met.(8 points) | Two criteria were met.(24 points) | Criteria were fully met.(40 points) | **­­­­****\_\_\_\_ pts.** |
| **Participation Guidelines (30%) will be measured on the following criteria:*** **Initial post no later than Saturday, midnight ET**
* **Posts made to each Discussion topic on at least 3 different days**
* **The original post to be no less than 100 words**
 |  |
| No participation criteria met.(0 points) | One criterion was met.(6 points) | Two criteria were met. (18 points) | Criteria were fully met. (30 points) | **\_\_\_\_ pts.** |
| **Clarity and Organization of Writing (20%) of your post will be measured on the following criteria:*** **Posts were organized and logical**
* **No spelling or grammatical errors**
* **References were used and cited properly**
 |  |
| Criteria were not met at all.(0 points) | One criterion was met.(4 points) | Two criteria were met.(12 points) | Criteria were fully met.(20 points) | **\_\_\_\_ pts.** |
| **Professional and Netiquette (10%) in your post will be measured on the following criteria:*** **Respect and consideration toward peers/instructors**
* **Appropriate language**
* **Professional use of abbreviations and acronyms**
 |  |
| Criteria were not met at all.(0 points) | One criterion was met.(2 points) | Two criteria were met.(6 points) | Criteria were fully met.(10 points) | **\_\_\_\_ pts.** |
|  |  |  | Total Points in percentage | **\_\_\_\_\_%** |
|  |  |  | Total points x (DQ post value)(\_\_\_% x \_\_ pts.) | **\_\_\_\_ pts.** |

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##  Assignment/Project Grading [TOP](#Tableofcontents)

|  |
| --- |
| **Project Grading Criteria**  |
| **Grade** | **Content, Focus, and Use of Text/Research** | **Analysis and Critical Thinking** | **Writing Style, Grammar, and APA Format (when assigned)** |
| **%** | 50% | 30% | 20% |
| **90–100%** | Response successfully answers the assignment question(s); thoroughly uses the text and other literature. | Response exhibits strong higher-order critical thinking and analysis (e.g., evaluation). | Sentences are clear, concise, and direct; tone is appropriate. Grammatical skills are strong with almost no errors per page. Correct use of APA format when assigned. |
| **80–89%** | Response answers the assignment question(s) with only minor digressions; sufficiently uses the text and other literature. | Response generally exhibits higher-order critical thinking and analysis (e.g., true analysis). | Sentences are generally clear, concise, and direct; tone is appropriate. Grammatical skills are competent with very few errors per page. Correct use of APA format when assigned. |
| **70–79%** | Response answers the project assignment(s) with some digression; sufficiently uses the text and other literature. | Response exhibits limited higher-order critical thinking and analysis (e.g., application of information). | Sentences are occasionally wordy or ambiguous; tone is too informal. Grammatical skills are adequate with few errors per page. Adequate use of APA format when assigned.  |
| **60–69%** | Response answers the assignment question(s) but digresses significantly; insufficiently uses the text and other literature. | Response exhibits simplistic or reductive thinking and analysis but does demonstrate comprehension. | Sentences are generally wordy and/or ambiguous; tone is too informal. Grammatical skills are inadequate, clarity and meaning are impaired, numerous errors per page. Inadequate use of APA format when assigned. |
| **0–59%** | Response insufficiently answers the assignment question(s); insufficiently uses the text and other literature. | Response exhibits simplistic or reductive thinking and analysis and demonstrates limited knowledge on the subject matter. | Sentences unclear enough to impair meaning; tone is inappropriate and/or inconsistent. Grammatical skills are inadequate for college level. Unacceptable use of APA format when assigned.  |

**School of Business Seminar Rubric**

|  |  |
| --- | --- |
| Points | Seminar Criteria |
| 15 points | * Student posted frequently and was actively engaged in the Seminar. Student’s comments improved the Seminar quality and advanced the Discussion by raising new issues and/or ideas.
* Alternative assignment was completed according to the guidelines.
 |
| 5–14 points | * Student posted infrequently and/or comments were brief and did not demonstrate an understanding of the material (for example: "Good point" or “I agree”). Student’s comments did not improve Seminar quality or advance the Discussion by raising new issues or ideas.
* Alterative assignment was not completed according to the guidelines.
 |
| 0 points | * Student attended, but failed to post any messages or did not log into the Seminar session.
* Alternative assignment was not completed.
 |