

Course Syllabus

Course Title: Economics 121 - Principles of Microeconomics

Course Schedule: January 25 - May 21, 2009

Course Description: Principles of economic analysis and decision-making from the viewpoint of the individual consumer, worker, and firm. Emphasis on the price system allocation of resources and income, supply and demand analysis, the structure of American industry, and applications to current economic policy and problems. There will be some use of graphs and elementary algebra.

REQUIRED TEXTS

Leeds, Allmen, and Schiming, *Microeconomics with MyEconLab*, (1st ed.). Boston, MA: Pearson Education, Inc. 2006 (ISBN 978-0-321-578709)

ONLINE CLASSROOM

This course will use CourseCompass rather than Blackboard as your online classroom and use MyEconLab for quizzes. Both are available at the companion Web site for *Microeconomics*: <http://www.coursecompass.com/>. You will need to register using the access code shipped with your textbook. If you did not purchase a book with an access code you may purchase access directly at the website.

REQUIRED SOFTWARE

The online classroom will not support Mac-based or Linux operating systems. Access to high speed Internet connection highly recommended.

REQUIRED OPERATING SYSTEM, CONNECTION SPEED, AND BROWSER

To use CourseCompass, your computer must meet the following system requirements for operating systems, connection speed, and browser versions:

Operating system

CourseCompass is supported for the following operating systems:

- Windows® 2000, XP, Vista, and 7.

Connections and browsers

CourseCompass requires an Internet connection with a minimum connection speed of 28.8 kbps (kilobits per second) and either of the following Internet browsers.

- Microsoft® Internet Explorer, Version 6.0 or later
- Netscape Navigator 7.1 or 7.2
- MyEconLab does not currently support Firefox, AOL, or other browsers.
- AOL users: You cannot view CourseCompass using the AOL browser. You can, however, use AOL as your Internet Service Provider to access the Internet. You can then open either the Internet Explorer or Netscape Communicator/Navigator browser within AOL to access CourseCompass.

To check your browser version, click About from the Help menu. If you have an earlier version of one of these browsers, you can download a newer version from the appropriate manufacturer's website: For Internet Explorer, go to <http://www.microsoft.com> for Communicator or Navigator, go to <http://www.netscape.com>

Browser settings: cookies and JavaScript options

CourseCompass uses both cookies and JavaScript technology. Both of these features must be turned on in your browser, and are usually turned on by default. See your browser Help for instructions on how to view or change these browser options.

ADDITIONAL SOFTWARE

To view the online (PDF) version of the CourseCompass Quick Start Guide, you need to download and install Adobe® Reader®:

<http://www.adobe.com/products/acrobat/readstep2.html>

To use multimedia material provided with some courses, you may also need to download and install additional software. If you're uncertain whether you'll need these resources, you can open your course and see what it requires.

WELCOME!

Dear Students:

Welcome to ***economics***, the most interesting of all studies. I sincerely hope that you will find the course to be an enjoyable and rewarding experience. A basic knowledge of economic principles can last a lifetime, be very useful, and above all, make the events happening around you much more fun to watch.

The lasting effect of this course should be to make you a better citizen enabling you to follow the economic news, understand the choices that political leaders and others are faced with, and the likely consequences of any given proposal. It should help to sort the sense from the nonsense in much of what is said or written about public policy issues. This course concentrates on the basics of economics and microeconomics, which covers the individual markets in an economy.



This course requires much independent study and hard work on your part. If at any time you need any assistance, please feel free to email me.

Sincerely:

Anthony (Tony) Zambelli

Anthony Zambelli, J.D.
Instructor, Cuyamaca College

Email Address: anthony.zambelli@gcccd.edu

TIPS

TIME DEMANDS AND EXPECTATIONS

This is a college-level class. As you know, a traditional three-unit course like this one meets three hours per week for sixteen weeks. In addition, there is a rule of thumb for college work that you should spend two hours per week outside of class per week for every hour in class. That means you would be spending 48 hours per semester in class and 96 hours studying outside of class if you took this course in a traditional format. You are not being told this to discourage you, but to encourage you to plan your time well.

A benefit of taking an online course is that you can work on your own schedule; however, because there are no real time meetings for the course, it is easy to fall behind. Just like in a traditional classroom-based class where your presence in the physical classroom is necessary to achieve success, your presence in your online classroom is important too.

You should schedule time to work on the course in the same way you would schedule a traditional class meeting. You should logon to the course at least four days a week to check your class email and participate in chapter discussions and/or assigned discussion board topics.

ACCESS TO THE INTERNET

You must have access to the Internet. If you have a computer break down, the open computer labs on the Cuyamaca College campus are available to you. Call the Open Computer Lab or check out its website (<http://www.cuyamaca.edu/techmall/default.asp>) for a listing of days and times the lab would be available. Formulate a back up plan so you have another computer with internet to use in case you experience problems with your primary computer.

STUDENT EXPECTATIONS FOR INTERNET SERVICES

Do not wait until the last minute to work on or submit quizzes and written work to the Discussion Board or Assignment Drop Box. If you can connect to other Internet sites but not to your class website, the problem is with the CourseCompass server. This is a temporary system down time. Try to logon again in the near future. If you cannot connect to the Internet contact your internet service provider (ISP).

MORE QUESTIONS?

You may want to check out the following website if you are unsure about how online classes work: http://www.gcccd.edu/online/how_it_works.htm

CONTACTING ME

Please contact me as soon as possible if you have any special needs, difficulties, or concerns about the course or personal matters. I want you to achieve your goals in taking this course.

I prefer that you contact me within your course website. If you email me outside of the course website, **place the name of the course (Economics 120 Online) in the subject line.** Be sure to give me your full name. I expect formal English and respectful language in all your written work for the course including email correspondence. You will lose points if you don't follow these instructions.

*Email me **ONLY** when you have a personal issue or private matter.* Course related questions should be posted to the Non-Graded Discussion Board. (Again, if you email me, be sure that you put the course name in the subject line of your email and always identify yourself with your full name).

Please be patient when you email me. I plan to respond to emails within 48 hours (longer if I receive the message on a Friday). Do not expect a reply any sooner from me.

POLICIES AND PROCEDURES

ONLINE WEEKLY SCHEDULE

The class week begins on Monday. Notice, the schedule refers to “Day 1,” etc. For time management and scheduling purposes, keep the following in mind:

Day 1–Monday	Day 5–Friday
Day 2–Tuesday	Day 6–Saturday
Day 3–Wednesday	Day 7–Sunday
Day 4–Thursday	

For example, when an assignment is due on Day 5, it must be posted no later than midnight (in the student’s time zone) by Friday of that week.

Please note: The quizzes, discussion questions, and assignments are due on different days. Although you may complete your quizzes and assignments early, your responses to discussion questions should be posted on the appropriate due date.

SPELLING AND GRAMMAR

Be sure to proof-read your answers before you post them. I take misspellings, informal language, and poor grammar seriously. When I read, it is like I am driving down the highway in my car. I love a nice smooth roadway to travel. Misspellings and incorrect grammar are like a road with a bunch of potholes.

I realize that many of you are used to text messaging one another so that you feel that if you use a combination of letters that gives the approximate sound, that spelling is adequate. I don’t subscribe to that view and **I will reduce your score if you make a habit of using poor grammar, misspelled words, and informal language.** I truly appreciate those who use their spell checkers and proof read what they have written before they post it.

This bears repeating. **Always spell check all of your emails and written submissions, proofread for errors, capitalize the beginning of your sentences and use appropriate punctuation and grammar.** To avoid spelling and grammar errors you may want to prepare your written assignments in a word processor with a spell-check function and then copy and paste them into the appropriate places within CourseCompass.

"If a email is writon with speeling mestakes and gramitckal errors, you mite git the meening, however, the messige is not as affective, or smoothly redable. Poor writing is equivalent to someone speaking with spinach stuck between their teeth. Listeners and readers concentrate on the spinach; not what is being said." (see <http://www.netmanners.com/>)

STUDY PLAN

The Study Plan is a tool you can use to practice your course material and test whether you have mastered it. **You should complete the Study Plan after reading the chapter and completing the practice quiz and BEFORE taking each graded quiz.** You access your Study Plan by clicking Study Plan in the CourseCompass home page.

The Study Plan is organized by the chapters, sections, and objectives in your book. It contains a set of practice questions for each part of the book so you can do additional practice work and check your understanding of the material on your own and determines what material you have mastered by looking at your results on the practice quizzes.

You use the Study Plan like this:

1. After you have taken your practice quiz, look in the table on the Study Plan page to find out where you need extra practice. Icons show you what material you've already mastered and what you still need to study.
2. Click on a section or objective where you need more practice. You go to the Study Plan Overview page where you access practice questions. These questions are only for practice.
3. When you feel ready, take the practice quiz again to see whether you have now mastered the material.



The table on the Study Plan page lists all the chapters and sections. Above the table are two buttons and a link that you can click to manage the contents of the table:




- **Show All** - Lists all the contents of your textbook - the material you have already mastered, the material you need to study, and the material you haven't yet been tested on.
- **Show What I Need to Study** - Lists only the book levels where you need more practice. You don't see the material you have mastered or the parts of the book that you have not yet been tested on.
- **Jump to where I worked last** - If you have already done work in the Study Plan, opens the part of the Study Plan where you last worked.

The entries in the Study Plan table follow the table of contents in your textbook. When you first open the Study Plan, only the chapter names are shown. To show the contents of a chapter, click the + (plus sign) beside a chapter or section name to show its subsections. Once you have expanded a chapter or a section, you can collapse it again by clicking the - (minus sign).

The table shows you the following information:

- **Book Contents** - The name of the chapter, section, or objective, depending on the book level shown. Section or objective names are hyperlinked. Click a section or objective link to open the Study Plan Overview, which lists the questions in that section or in a selected objective in that section. To begin working on questions, click a question link in the overview.

A mastery icon (either  or ) appears to the right of a chapter, section, or objective name if you have mastered the material. To prove your mastery, you must correctly answer all the questions from that section or objective when you take a test.

A "needs more work" icon (, , or ) appears to the right of a chapter, section, or objective name if you need more study on the material. For chapters, sections, and objectives you have not yet been tested on, no icon appears.

- **Correct** - The number of Study Plan questions you have answered correctly.
- **Worked** - The number of Study Plan questions you have worked on, including ones you answered correctly and incorrectly.
- **Available Questions** - The total number of Study Plan questions available for you to work on.
- **Time Spent** - The total time you have spent working on Study Plan questions.
- **Total: All Chapters** - The total correct, worked, and available questions for the whole Study Plan and the total time spent working on those questions is shown at the bottom of the grid.

ASSIGNMENTS

Your weekly assignments may include discussion questions, CheckPoint assignments and quizzes. Complete requirements and details on each assignment are in the Detailed Assignments below.

EXAMS

There will be no mid-term or final exams in this class.

QUIZZES

You will take a quiz on each chapter. Each quiz is worth 10 points or approximately 1.6 percent of your total score. You will find the quizzes in your course website. Click on the "Quiz" button on your course homepage. Most (but not all) questions are multiple choice.

Your quizzes are timed. Use your time wisely. **You will have only one chance to complete a quiz** and will have 30 minutes to do so. Because of security reasons, you will not be given the correct answers of a quiz after you've taken it. You may contact me privately if you are concerned about a particular quiz score.

Although you will see quizzes are available on day 6 (Saturdays), they are always due on day 5 (Fridays). I leave them open until about noon on day 6 (server time) to allow for server crashes that might occur on day 5. I am not leaving them open to give you extra time to take the quiz. **I will not accept as an excuse that when you tried to take a quiz on day 6 it closed before you could complete it.**

CHECKPOINT ASSIGNMENTS

CheckPoint assignments are written assignments that you post into the Assignment Drop Box. You will find specific information about each assignment in the Detailed Assignments section below. Please place your name at the top of your first page of all CheckPoint assignments when you drop them into the Assignment Drop Box. You will receive a zero if your assignment cannot be opened because you did not upload it correctly.

Ten points will be subtracted from your score if you do follow this instruction by not putting your name on the first page of your CheckPoint assignment.

Grading Rubric for CheckPoint Assignments

- Follows directions
- Speaks to each part of the assigned question
- Writing shows thought and understanding
- Applies the economic way of thinking
- Shows knowledge and comprehension of the assigned readings and issues
- Uses facts and examples from the whole assignment to validate and explain each particular point
- Uses specific examples to back your points – expand and clarify with details from the readings
- Edits work to eliminate grammatical and spelling errors. Please carefully proofread your work before you submit it.
- Utilizes primary source material found in text or in the Internet links found in the syllabus.

DISCUSSION BOARDS

This is not an independent study class. On certain weeks, there will be one or more discussion questions to be posted to the discussion board. The purpose of the discussion boards is to share information about the course content, receive feedback, analyze information, and draw conclusions.

I encourage you to get to know your classmates through the course discussion boards. Your fellow students will be a source for obtaining information and knowledge.

Expectations for Classroom Discussions

- Respond to assigned discussion questions under the designated threads in the Discussion Board.
- Read and consider your classmates' posts, and respond constructively.
- Offer personal experiences relevant to the discussion.

If you have any **general questions** about the course or specific questions about the content, use the Non-Graded Discussion Board (see Non-Graded Discussion Board below).

Grading Rubric for Discussion Board Assignments

- Meets deadline
- Follows directions
- Posts are relevant to the topic and speaks to the topic
- Contributes original thoughts and ideas to the discussion rather than simply restating or agreeing with others
- Uses the economic way of thinking rather than random thoughts or opinions
- Responses show thought and understanding
- Responses show knowledge and comprehension of the assigned readings and/or assigned websites
- Uses facts and examples from assignment to validate comments and arguments to show that the student read the breadth of the assigned reading and understood the assigned reading
- Uses short direct quotations from reading or research (quotes longer than 2 sentences are inappropriate)
- Uses appropriate "Netiquette"
- Post contains no grammatical and spelling errors
- Integrates material from other units to formulate issues and generate dialogue
- Brings up new and related dimensions of an issue being discussed: If you post to a thread where one or more students have already posted their comments, make sure you read their posts before you respond to the topic.
- Does not "repeat" or "restate" what others have posted before you post.

EXTRA CREDIT

The grade you receive in this class should be determined by your level of understanding of the material rather than by how many extra credit assignments you complete. With that in mind, the only way you will earn extra credit is by posting constructive comments in the Non-Graded Discussion Board. In this case, bonus points are given to encourage students to help out one another.

There will be no other forms of extra credit in this class.

NON-GRADED DISCUSSION BOARD

The **Non-Graded Discussion Board** is the place to ask and respond to general questions about the course. I will logon every weekday and respond to your questions. You should feel free to use this discussion board to offer suggestions and responses as well as a place to post questions. Using the Non-Graded Discussion Board should be helpful because most students have similar questions. These responses give all course participants the same information.

With that in mind, ***it is important that you use a descriptive phrase as the subject of your post.*** Merely typing “Question” or “Help” is not very helpful to your classmates. It is better to type “Question about first discussion question” or “Need help computing price elasticity.”

Students are encouraged to respond to each others questions. ***Constructive responses will earn bonus points.*** Your total percentage will be increased by ½-1 percent for every constructive comment.

You should use this discussion board as a way to communicate any general questions with me. Try to check this board at least every other day. Think of it as your “virtual classroom”.

Be sure to check previous posts in the Non-Graded Discussion Board before you post your question. Your classmates may have already asked the question. You will lose points if you make a habit of asking questions that have already been asked.

STUDY GROUP

There is a section in the Discussion Board called Study Group. It is there to allow you to contact other students who are interested in studying together. Please only use the Study Group to contact other students with which you'd like to study. The Study Group is not intended as a place to ask course-related questions. That is the purpose of the Non-Graded Discussion Board.

END OF CHAPTER PROBLEMS

There are problems at the end of each chapter of the textbook. The answers to the odd-numbered problems are at the end of the book. You will be directed to some or all of the problems you should review prior to taking your online quizzes.

MyEconLAB STUDY GUIDE

MyEconLab is an online study guide that is packaged with your new textbook or is available on your course website. Check out the MyEconLab Study Guide at the end of each chapter of the textbook and logon to the MyEconLab web site to take the practice tests prior to taking your chapter quizzes.

MYECONLAB TEXTBOOK RESOURCES

After you've read each chapter and before you take your quizzes, you should check out the Textbook Resources that are available in CourseCompass. You access them by selecting the Textbook Resources button on the left side of your screen. There are lots of helpful things there. Be sure to check it out.

LATE ASSIGNMENTS

It is a good idea to prepare and post your written assignments prior to when they're due. Written assignments that are posted late will receive a 10% deduction for each day that they are late. Written assignments are late if they are not posted by 9:00 pm Pacific Time of the day they are due. **Written assignments that are more than 4 days late will not be accepted unless we have discussed and mutually agreed upon an alternative submission date in advance.**

Please note that server troubles are not an excuse for late papers. **If you are unable to connect to Course Compass to upload an assignment to the Assignment Drop Box or to the Discussion Board email a copy of the assignment to me** at the email address listed in this syllabus as proof that you attempted to post the assignment on time. In your email, you must tell me that you were unable to connect to the server. Remember, place the name of the course (Economics 120 Online) in the subject line and give me your full name.

You must then upload the assignment to your Assignment Drop Box or to the Discussion Board at your earliest opportunity. I will not grade an assignment that is emailed to me. It must be posted in your Assignment Drop Box or Discussion Board to count for grading purposes.

You may not take quizzes late.

COURSE NETIQUETTE

As in a traditional classroom setting, courtesy on the internet is essential in order to maintain a positive classroom learning environment. If you are not sure if your language is appropriate, ask yourself whether it is a message you would send to your mother. If you would not, rewrite the message before you post or send it. I'll warn you about inappropriate messages. If you continue after being warned, points will be deducted for lack of respect and courtesy in the discussion. Failure to comply with course "Netiquette" policy might result in my dropping you from the class. When typing please do not use upper case. All upper case characters is considered SHOUTING.

Please go to <http://www.albion.com/netiquette/corerules.html> for more information.

PARTICIPATION

Get involved! Your success, enjoyment, and learning in this course are closely related to how you engage the material being presented. Participation is initiated when I post Discussion Questions during weeks that contain a participation component. You are expected to contribute to the class discussion in a substantive way by posting in the Discussion Board on each week that contains a participation component. When the discussion centers on a lively topic, it is not unusual to read what your classmates are talking about and to post multiple notes.

Substantive notes go beyond "I agree" or "I see your point." Effective responses relate theory or methods to personal experience, so feel free to comment, critique, and suggest. Think about quality and frequency as you strike up a conversation with your fellow classmates. Remember to post notes in the Discussion Board to which everyone has access. When you post an answer to the Discussion Question, points will be given only for the Discussion Question portion of the grade. Substantive replies to others' notes make up your participation grade.

ACADEMIC HONESTY

Cuyamaca College students will utilize college resources with honesty and integrity. These resources include, but are not limited to, the online library, online consultation with faculty, and registration systems. In addition to truthful representation in these areas, students will acknowledge references from original works, avoid plagiarism, and use writing and formatting styles generally accepted as sound academic writing.

As a colleague said, "cheating is stealing". If you find someone attempting to copy your work or attempt to get you to help him or her cheat, please bring it to my attention. While studying together is encouraged, you must turn in your own work. Turning in the same written work (the same words for a portion of the assignment or for the whole assignment), as another member of your class will result in a zero "0" for this activity.

Copying all or a portion of another person's work or copying ideas is plagiarism. Cutting and pasting from a website or someone else's written work is plagiarism too. You must always cite quotations as well as any use of another writer's ideas. If I discover that any student has plagiarized his or her work, that student will receive a zero for the activity. If the behavior persists, I will remove that student from the course or give them an F in the course.

COPYRIGHT GUIDELINES

Feel free to post a URL to a Web site of interest in the Discussion Board, but **do not post any copyrighted material in any classroom Discussion Boards** – anything from an article to a cartoon – without the express permission of the copyright owner.

IMPORTANT DATES FOR SPRING CLASSES

Campus Closed

- February 12-15 Presidents' Day weekend
- March 29 - April 1 Spring Recess

Dates to Remember

- February 5 Last day to add this class
- February 5 Last day to drop without a "W" appearing on your record
- February 5 Last day for a refund
- February 26 Last day to apply for CR/NCR
- April 23 Last day to drop the class
- May 22 Last day of class

INCOMPLETES

An incomplete grade is allowed for unforeseeable, emergency and justifiable reasons. At the end of the term, an "I" symbol is entered in your record. An incomplete grade may be given only after you contacted me. If you meet the criteria for an incomplete, you will fill out the appropriate forms which are available in the college Admissions and Records Office.

The "I" may be made up no later than one semester following the end of the term in which it was assigned. The "I" symbol is not be used in calculating units attempted nor for grade points. A student may petition for extension of the time limit for removal of the incomplete. The petition must include evidence of approval from the instructor.

PRIVACY AND CONFIDENTIALITY IN THE ONLINE CLASSROOM

All postings to any Discussion Board in this class are considered confidential and for consideration and discussion only by members of this class. Specifically, do not forward materials or messages from this class by email or distribute hard copies.

GRADES

You will immediately see your score once you've completed each quiz. It will take longer to see the score on your written assignments. It could take up to a week or more for those grades to be posted. A summary of the grades you've received on your quizzes and written assignments is found by clicking the Grades button in CourseCompass.

How percentages equate to grades

100-92%	A
91-82%	B
81-65%	C
64-55%	D
54-0%	F

Scores are not rounded up. For example, you must receive 92 percent or more for an "A" grade. If you receive 91.9 percent, you will receive a "B" grade.

COURSE CALENDAR

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Week 1	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
January	25	26	27	28	29	30	31
Week 2	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
February	1	2	3	4	5	6	7
Week 3	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
February	8	9 Post: Your Autobiography	10	11 Due: Course Orientation CheckPoint	12 President's Day	13	14
Week 4	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
February	15 President's Day	16	17	18 Due: Green Way CheckPoint	19 Due: Quiz 1-2	20	21
Week 5	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
February	22	23	24	25 Due: Petroleum Market CheckPoint	26 Due: Quiz 3-4	27	28
Week 6	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
March	1	2	3	4	5 Due: Quiz 5-6	6	7
Week 7	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
March	8	9	10	11 Due: Conspicuous Consumption CheckPoint	12 Due: Quiz 7-8	13	14
Week 8	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
March	15	16	17	18 Due: Real World Cost Data CheckPoint	19 Due: Quiz 9-10	20	21
Week 9	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
March	22	23	24	25	26 Due: Quiz 11-12	27	28

Week 10	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
March/April Spring Break	29	30	31	1	2	3	4
Week 11	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
April	5	6	7	8	9 Due: Quiz 13	10	11
Week 12	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
April	12	13	14	15	16 Due: Quiz 14	17	18
Week 13	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
April	19	20	21	22	23 Due: Quiz 15	24	25
Week 14	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
April/May	26	27	28	29	30 Due: Quiz 16	1	2
Week 15	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
May	3	4 Due: Discussion Question	5	6 Due: Participation	7 Due: Quiz 17	8	9
Week 16	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
May	10	11	12	13	14 Due: Quiz 18-19	15	16
Week 17	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
May	17	18	19	20	21	22	23
Academic Week	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7

SUMMARY OF COURSE ASSIGNMENTS

Week One:	
No graded assignments	
Week Two:	
No graded assignments	
Week Three:	
Your autobiography	30
CheckPoint: Course Orientation	20
Week Four:	
Quizzes	20
Week Five:	
CheckPoint: The Petroleum Market	50
Quizzes	20
Week Six:	
Quizzes	20
Week Seven:	
CheckPoint: Conspicuous Consumption	50
Quizzes	20
Week Eight:	
CheckPoint: Real World Cost Data	50
Quizzes	20
Week Nine:	
Quizzes	20
Week Ten:	
Spring Break: No graded assignments	

Week Eleven:	
Quizzes	10
Week Twelve:	
Quizzes	10
Week Thirteen:	
Quizzes	10
Week Fourteen:	
Quizzes	10
Week Fifteen:	
Discussion Question	50
Participation	30
Quizzes	10
Week Sixteen:	
Quizzes	20

DETAILED ASSIGNMENTS

COURSE DESCRIPTION

Principles of economic analysis and decision-making from the viewpoint of the individual consumer, worker, and firm. Emphasis on the price system allocation of resources and income, supply and demand analysis, the structure of American industry, and applications to current economic policy and problems. There will be some use of graphs and elementary algebra.

TOPICS AND OBJECTIVES

The following guide is designed to assist you in successfully completing the course. In all cases, you should read the assigned chapters in the main text and review the appropriate chapters of the online *Study Guide* and *Study Plan* on the textbook's companion website.

Week One

Online Student Orientation

You'll use your first and second week of class to get yourself set up and get familiar with your online classroom.

ASSIGNMENTS

1. **Print and Read** this course syllabus and the Online Course Orientation: <http://www.cuyamaca.edu/Economics/orientation.asp>
2. **Add** the course if you have not done so. Please do this ASAP. You cannot add the class late, even if you have done all the work. Signing up in CourseCompass doesn't enroll you to the college class. Adding the class doesn't sign you up in CourseCompass. You need to do both. You'll find instructions in the Online Course Orientation.
3. **Get** your textbook(s) and skim the contents.
4. **Browse and bookmark** (add to your IE favorites) the CourseCompass website: <http://www.coursecompass.com/ccindex.html>
5. **Go** to the CourseCompass login page and login using the instructions in the Online Student Orientation. After you login, you should see a list of classes in the opening screen. If you can't login or you don't see this class listed on the opening screen, contact me as soon as possible!
6. **Preview** the various pages in CourseCompass by selecting all of the buttons on the left side of the screen.
7. **Install** the course software or arrange for reliable access to it.

8. **Adjust** your computer software that blocks pop-up windows. CourseCompass™ uses pop-up windows for login and quizzes.
9. **Install** an anti-virus program that you regularly update. I use MacAfee VirusScan. I also strongly recommend that you use a spyware checker such as Ad-Aware or Spybot Search and Destroy. These are free and will check for nasty spyware & adware.

Week Two

ASSIGNMENTS

1. **Complete:** Week One assignment if you haven't already done so.

Week Three

Online Student Orientation

The online orientation gives you some background on what to expect in this class. It also introduces you to your online class using CourseCompass.

ASSIGNMENTS

1. **Discussion Question**
 - **Due Date:** Day 2 [post to the **Discussion Board**]
 - a. **Post** your autobiography to the Discussion Board.
2. **Read** your instructor's and your classmates' autobiographies.
3. **CheckPoint:** Course Orientation
 - **Due Date:** Day 4 [post to your **Assignment Drop Box**]
 - **Post** your response to the following questions:
 1. In what two places must you register to complete your enrollment in this class?
 2. How do you enroll in this Cuyamaca College class?
 3. How do you register in CourseCompass and enroll in MyEconLab?
 4. What is the difference between the two versions of CourseCompass?
 5. Where will you find all of your assignments?
 6. What should you print to use as reference for assignment due dates?
 7. How much time should you expect to spend on the class per week?
 8. What textbooks do you need?
 9. What is the operating system that will run CourseCompass?
 10. How often will you need to check CourseCompass?
 11. Where do you post CheckPoint assignments?

12. What grade will you receive if your assignment cannot be opened because you did not upload it correctly?
13. What are you supposed to do if you cannot access CourseCompass to post a written assignment on time?
14. What is the Study Plan? Where do you find it? When should you access and use it?
15. On what day are quizzes due? Why are quizzes left open beyond that day?
16. How many minutes will you be given to complete a quiz? Are you allowed to take a quiz more than once?
17. Will you be able to see the correct answers to a quiz after you take it? Why?
18. Will there be any mid-term exams or a final exam?
19. What is included in MyEconLab Textbook Resources? Where do you find them and why should you use them?
20. Where do you ask questions that are of general interest? What should you put in the subject line of the message?
21. What is the purpose of the Study Group? Where will you find it?
22. What must be put in the subject line of every email you send to me?
23. How long should you expect to wait for me to respond to a personal email from you?
24. What types of things will you be graded upon?
25. What grade will you receive on a plagiarized assignment?
26. How many points will you lose if you turn in an assignment late?
27. How can you earn extra points?
28. How can you lose points?
29. Where do you find the scores you've received for your assignments? What is the grading scale? What percent do you need for an "A" and for a "B" grade?
30. Who do you contact if you are having problems with CourseCompass and how do you contact them?
31. Who do you contact if you are having problems with the course material and how do you contact him?

Week Four

Chapter 1 – Economics: The Science of Everyday Life

"Scarcity" is the fundamental problem of economics. This chapter discusses what **scarcity** means in economics and some of the consequences of scarcity. You should pay close attention to the material on positive and normative economics and on cost-benefit analysis. Be sure to read the appendix for Chapter 1. Are you able to do the problems on page 29? If you can't, you may want to consider taking an algebra class before completing this class.

Chapter 2 – Efficiency and Allocation in the Global Economy

You learned about scarcity and opportunity cost in Chapter 1. In this chapter you will apply these concepts using a *production possibilities curve*. Be sure to try to do Section 2.5, Exercise 1 on page 57.

ASSIGNMENTS

1. **Read:** Ch. 1 & 2 in *Macroeconomics*.

2. **Discussion Question 1**

- **Due Date:** Day 4 [post to the **Assignment Drop Box**]
- **Read:** the following story:

There's this concert. Green Way is coming to town. To hear those great songs from American Dolt performed live you are going to stand in line, camping out for tickets. You get to the box office about midnight, but don't sleep much because it's noisy. Finally, sleep does come. It only seems like a few minutes later when the clank of the ticket window opening wakes you at 8:00 am. In the sunlight, you notice that there are way more people in line than you thought—thousands, in fact. You may not get tickets, even after camping out.

Three hours later, the line has snaked along nearly to the window. You can see the guy behind the glass, taking money and handing back tickets. But you are getting more and more anxious. And with good reason: the ticket window clanks loudly again, this time on its way down. Sold out? SOLD OUT! Oh, no. Your main squeeze was counting on those tickets. He/she just loves Green Way.

Now you walk alone towards home, head down, disconsolate. But then you hear a hubbub across the street. It seems that some people who were first in line were not Green Way fans at all! They bought up tickets just to resell them. And reselling them they are, busily and noisily. Excellent—you may still get lucky.

You scurry across the street, and join the crowd surrounding the (to put it nicely) "resellers." When you hear what they want for a ticket, though, you are incredulous: "Three hundred bucks, dude. Cash only."

What's even harder to believe is the fact that people are paying \$300 per ticket. You have to stop and review the pros and cons. It happens that in your state, scalping (reselling) entertainment tickets is legal. Further, you yourself have no moral compunction about scalping. You have enough cash saved up to pay \$600 for two tickets. And all tickets are general admission, so there are no reserved seats.

And \$600 is a big cost. You don't so much mind the money, but if you were going to spend \$600 you could buy every Green Way CD ever

made, plus a first-class MP3 player to play them on. And you'd have enough left over to take your boy/girlfriend to dance clubs and dance to Green Day songs every Friday night for a month. (It's a safe bet the clubs will play Green Day, since that is all they play right now, especially that ecological anthem, "Nader of Suburbia").

If you go to the concert, you would be giving up 10 CD's, at \$20 each, an X-pod MP3 player for \$250, and \$150 worth of cocktails down at the dance club. All for just one 2 hour concert. You think about it some more, and then shake your head. It's not worth it.

Having decided, you set off toward home, your chin drooping toward your chest. After going twenty blocks or so, you notice a scuffed up envelope, out in the road a little way from the sidewalk. The outside of the envelope is blank.

You pick it up with a strange feeling, a quickening heart. You tear the envelope open...and in it are two Green Day concert tickets! Oh, baby!

But then... guilt. These tickets aren't really yours. On the other hand, if the envelope blew out a car window, the people who lost them could be miles away by now. They may not even know they lost the tickets.

Still, you wait for nearly an hour. Every time a car goes by, your shallow heart's the only thing that's beating. But no cars slow down, and nobody comes by on foot looking for an envelope. You can hardly just hold up the tickets and say, "Anyone lose these?" And since the concert is festival seating there is no way to identify the true owner anyway. The tickets are yours, fair and square.

- **Post** your response to this question (**be sure to only use economic concepts from Chapter 1**): Do you go to the concert, and if so, why? Assume you are "rational," in the conventional economic sense. (Remember - use economic concepts for full credit!)

3. **Quiz:** *Macroeconomics*

- **Due Date:** Day 5
- **Complete:** quiz 1 and 2 in *MyEconLab*

Week Five

Chapter 3 – The American Economy in a Global Setting

This chapter introduces the circular flow model to explain how markets work together to determine *what, how, and for whom* to produce. This is a descriptive chapter. Be sure you're able to identify all of the key terms on page 75.

Chapter 4 – Introduction to the Demand and Supply Framework

You must learn the most basic analytical tool used in all of economics: **Supply-and-Demand**. Know what those words mean in *economics* and how to use supply-and-demand curves. Do all of the problems at the end of the chapter to make sure that you can use supply-and-demand curves. They will be used extensively for the rest of this course.

ASSIGNMENTS

1. **Read** Ch. 3 & 4, in *Macroeconomics*
2. **CheckPoint:** The Petroleum Market
 - **Due Date:** Day 4 [post to your **Assignment Drop Box**]
 - **Go to** the Energy Information Administration's home page: <http://www.eia.doe.gov> select "Petroleum" (http://www.eia.doe.gov/oil_gas/petroleum/info_glance/petroleum.html), scroll down to "Forecasts" and look up the most recent "Short-Term Energy Outlook"
 - **Post:** your answers the following questions:
 - a. List the factors that are expected to affect demand and supply for petroleum in the near term. How will each affect demand and supply?
 - b. What is the EIA's forecast for world oil prices?
3. **Quiz:** *Macroeconomics*
 - **Due Date:** Day 5
 - **Complete:** quizzes 3 and 4 in *MyEconLab*

Week Six

Chapter 5 – Elasticity

Economists use elasticity to measure the responsiveness of the quantity demanded and supplied to changes in price and other factors affecting how much people want to buy or sell. Do some of the problems at the end of the chapter to confirm you can calculate the various elasticities.

Chapter 6 – Market Efficiency and Government Intervention

Why do most economists believe free markets are the most efficient way to organize an economic system? How do market imperfections affect the efficiency of free markets? This chapter answers these two questions by introducing you to the concepts of consumer and producer surplus. Can you do problems 1, 3, 6, 9, and 12? It is important that you be able to.

ASSIGNMENTS

1. **Read** Ch. 5 & 6 in *Microeconomics* textbook.
2. **Quiz:** *Microeconomics*
 - **Due Date:** Day 5
 - **Complete:** quiz 5 and 6 in *MyEconLab*

Week Seven

Chapter 7 – Consumer Behavior

This chapter looks behind the demand curve to explain why people demand goods and services. People consume goods because they provide **utility**. Be sure you can define utility and explain the difference between **total utility** and **marginal utility**. More importantly, make sure you can determine the consumption combination that maximizes total utility. This combination is called **consumer equilibrium** and is determined by using a form of “bang-for-the-buck” calculation. Try doing the problems at the end of the chapter to see if you understand the concepts.

Chapter 8 – Firm Production and Cost

The **production function** and the **law of diminishing marginal returns** are used in this chapter to derive the all-important cost curves. The principles and cost curves in these two chapters apply to all firms in all industries, so they will be used again and again throughout the rest of this course. For that reason you should be able to do all of the problems at the end of the chapter.

ASSIGNMENTS

1. **Read** Ch. 7 & 8 in *Microeconomics*

2. **CheckPoint:** Conspicuous Consumption.
 - **Due Date:** Day 4 [post to your **Assignment Drop Box**]
 - **Read:** Go to Modern History Sourcebook: Thorstein Veblen: Conspicuous Consumption, 1902: <http://www.fordham.edu/Halsall/mod/1902veblen00.html> and read what Veblen has to say about conspicuous consumption.
 - **Post:** Answer the following questions:
 - a. According to Veblen, what is the purpose of conspicuous consumption?
 - b. Based on what you've read, what role does price have in determining marginal utility?
 - c. Does the existence of conspicuous consumption negate the chapter analysis about maximizing total utility? Why or why not?
 - d. How could a retailer use the concept of conspicuous consumption to increase profits.

3. **Quiz:** *Microeconomics*
 - **Due Date:** Day 5
 - **Complete:** quiz 7 and 8 in *MyEconLab*

Week Eight

Chapter 9 – Perfect Competition

This is a very important chapter! This is where the cost-curves in Chapter 8 are combined with the revenue-curves introduced in this chapter to illustrate how a perfectly competitive firm decides how much is produced. Be sure you understand how to determine the profit maximizing level of output.

Chapter 10 – Monopoly

Monopoly is just the opposite of perfect competition. As a result, although the exact same principles are used, the price a monopolist would charge and its level of output will be different than that in perfect competition. The long-run answers are very different. All of this follows from the definitions.

ASSIGNMENTS

1. **Read** Ch. 9 &10 in *Microeconomics*.
2. **CheckPoint:** Real-World Cost Data
 - **Due Date:** Day 4 [post to your **Assignment Drop Box**]
 - **Read:** Go to the U.S. Department of Agriculture Economic Research Data Sets/Commodity Costs and Returns/U.S. and Regional Cost and Return Data page: <http://www.ers.usda.gov/Data/CostsAndReturns/testpick.htm>. Select corn and use the most recent data for the entire U.S.
 - **Post:** your response to the following questions:
 - a. What is the average total variable cost, average total fixed cost, and average total cost of producing an acre of corn?
 - b. Did the average corn grower earn a profit in that year? If so, how much per acre. If not, how much was the loss per acre?
 - c. Should the average corn grower shut down in the short run? In the long run? Why or why not?
 - d. Refer to your textbook, describe (you will not be giving a number numerical answer) the lowest price corn can fall to so that growers can continue to operate in the short run. In the long run.
3. **Quiz:** *Microeconomics*
 - **Due Date:** Day 5
 - **Complete:** quiz 9 and 10 in *MyEconLab*

Week Nine

Chapter 11 – Monopolistic Competition and Product Differentiation

Most of the firms in the real world lie between perfect competition and monopoly. This chapter covers the real world model of monopolistic competition while the next chapter covers oligopoly.

Chapter 12 – Oligopoly

Oligopoly is a unique market structure with no single model to explain how firms behave in this market structure. Be sure you can articulate each of the models covered in this chapter.

ASSIGNMENTS

1. **Read** Ch. 11 & 12 in *Microeconomics*.
2. **Quiz:** *Microeconomics*
 - **Due Date:** Day 5
 - **Complete:** quiz 11 and 12 in *MyEconLab*

Week Ten

Chapter 13 – Antitrust, Regulation, and Deregulation

Now that you've seen how market structure determines how firms behave, this chapter covers how and why government may intervene in markets to alter structure or behavior. This intervention takes the form of antitrust or regulation. Know the difference between the two, the important legislation passed at the federal level on the subject, and how antitrust and regulation has been applied in the U.S. This chapter is mostly descriptive, you should be able to handle it pretty well.

ASSIGNMENTS

1. **Read** Ch. 13 in *Microeconomics*.
2. **Quiz:** *Microeconomics*
 - **Due Date:** Day 5
 - **Complete:** quiz 13 in *MyEconLab*

Week Eleven

Holiday - Spring Break

Week Twelve

Chapter 14 – Firms and Financial Markets

Accounting students should like this chapter which covers how firms raise financial capital. You'll be doing some mathematical computations: time value of money, present and future value, and net present value. Just use the formulas and you should be fine. Do the problems at the end of the chapter to check yourself out.

ASSIGNMENTS

1. **Read** Ch. 14 in *Microeconomics*.
2. **Quiz:** *Microeconomics*
 - **Due Date:** Day 5
 - **Complete:** quiz 14 in *MyEconLab*

Week Thirteen

Chapter 15 – Labor Markets

The same basic principles used to describe how a firm determines its profit-maximizing level of output are used in this chapter to describe how a firm determines its profit-maximizing level of inputs – particularly labor. How many workers (or trucks or machines or any other input) would a firm hire to maximize profits?

ASSIGNMENTS

1. **Read** Ch. 15 in *Microeconomics*.
2. **Quiz:** *Microeconomics*
 - **Due Date:** Day 5
 - **Complete:** quiz 15 in *MyEconLab*

Week Fourteen

Chapter 16 – Poverty and the Distribution of Income

This chapter covers how income is distributed in the U.S. and why it is distributed the way it is. Programs are often created to deal with poverty. You should be able to address the issues of fairness and efficiency when evaluating antipoverty programs.

ASSIGNMENTS

1. **Read** Ch. 16 in *Microeconomics*.
2. **Quiz:** *Microeconomics*
 - **Due Date:** Day 5
 - **Complete:** quiz 16 in *MyEconLab*

Week Fifteen

Chapter 17 – Market Failure: Public Goods and Externalities

This chapter introduces the concept of market failure. Under favorable conditions of competition, the market system produces wonderful results for society as a whole. There are three basic conditions for a market system to work. People must behave in their own self-interest. There must be sufficient competition. Prices must perform a variety of functions such as rationing resources, clearing markets, measuring relative scarcities, and organizing activity. If any one of those three is not present, then people behaving in their own self-interest can be bad for society as a whole. Monopoly was an obvious example. Additionally, there are some goods and services the market system simply cannot produce well.

ASSIGNMENTS

1. **Read** Ch. 17 in *Microeconomics*.

2. Discussion Question 2

- **Due Date:** Day 2 [post to the Discussion Board]
- **Read:** Go to <http://www.parliament.uk/post/pn201.pdf> and read “Chewing Gum Litter”; to <http://www.independent.ie/national-news/chewing-gum-and-fast-food-levy-will-bankroll-cleanup-1042585.html> and read “Chewing Gum and Fast Food Levy 'Will Bankroll Clean-Up'”; to and to <http://ezinearticles.com/?Chewing-Gum-Has-Several-Benefits&id=869151> and read “Chewing Gum Has Several Benefits”
- **Post:** your answer to the following questions. (As always, be sure to use the economic way of thinking and justify your point of view.)
 1. What are the external costs and external benefits associated with chewing gum?
 2. Given that some nations believe that the costs of chewing gum exceed the benefits of chewing gum, suggest a way to deal with chewing gum.

3. Participation

- **Due Date:** Day 4 [post to the Discussion Board]
 - a. **Post:** Find one of your classmates’ solution with which you disagree and find a response with which you agree. Post a response saying why you disagree/agree. In each case, be sure your response uses the economic way of thinking.

4. Quiz: *Microeconomics*

- **Due Date:** Day 5
- **Complete:** quizzes 16 and 17 in *MyEconLab*

Week Sixteen

Chapter 18 – International Trade

This chapter illustrates how nations benefit from international trade, just like individuals and states benefit from domestic trade. You should be able to use production possibility frontiers to illustrate those benefits. The chapter points out how government interference with trade usually does more harm than good. You’ll need to use supply and demand curves to illustrate the impact of trade restrictions.

Chapter 19 – International Finance

This lesson covers foreign currencies and how **exchange rates** are determined. It asks, should exchange rates be fixed or should they be flexible?

ASSIGNMENTS

1. **Read** Ch. 18 and 19 in *Microeconomics*.
2. **Quiz:** *Microeconomics*
 - **Due Date:** Day 5
 - **Complete:** quiz 18 and 19 in *MyEconLab*