



## Course Number, Title and Credits

**ECNU 202** - Principles of Microeconomics - 3 credits

## Bulletin Course Description

This course covers the theory and application of microeconomics. Topics include competition and monopoly, pricing, consumer demand, and producer supply. Labor markets, global economies, and regulations/antitrust policies are described. 3 credits.

## Mission of the School of Business and Professional Studies

The mission of the School of Business and Professional Studies is to provide adult learners with a relevant, flexible and quality education that inspires innovation and global leadership.

## Program Mission

The program mission is housed at the school level and information is entered at the school level template.

## Learning Outcomes and Assessment

Learning Outcomes are statements that specify what learners will know, understand, or be able to demonstrate at the end of a learning experience.

Types of Learning Outcomes include:

- Course Learning Outcome – Result of finishing a course.
- Program Learning Outcome – Result of finishing a program.

- Institutional Learning Outcome – Result of finishing a degree at an institution, reflecting the core learning values and experiences of all graduates.

A Signature Assignment is an assignment used to measure a student's mastery of a program or institutional learning outcome. If a course you are taking includes a Signature Assignment, it will be clearly marked (\*\*SIGNATURE ASSIGNMENT\*\*).

[Click here](#) for information on the Program Learning Outcomes (PLOs), the Institutional Learning Outcomes (ILOs), and the Curriculum Map related to this course.

## Essential Equipment

All students must have reliable access to a working computer with Internet access throughout each week of the class. Each student will need to be able to access and work in the University's online Learning Management System, Blackboard. For more information about personal computer requirements [click here](#).

## Course Learning Outcomes

By the end of the course you should be able to:

1. Comprehend the operation of a mixed market economy.
2. Demonstrate knowledge of the dynamics and elasticity of supply and demand.
3. Understand costing, pricing, and the output determination process in different competitive market structures.
4. Describe utility and the theory of consumer maximization.
5. Describe the problem of monopoly and antitrust laws.
6. Describe market failure and its effects on natural resources and the environment.

## Required Textbooks

**Economics Today**  
978-0135857304  
Roger LeRoy Miller  
Pearson  
2021  
20th ed.

All student textbooks are available at the University of Massachusetts Global Bookstore:

<https://www.bkstr.com/umassglobalstore>

## Major Study Units

1. Demand and Supply Elasticity
2. Consumer Choice
3. Cost and output Determination
4. Perfect competition
5. Monopoly
6. Oligopoly
7. Regulation and Antitrust Policy
8. Labor Markets
9. Global Economics

## Instructional Strategies

The fully **online** version of this course requires that each student take personal responsibility for completing all required readings and assignments independently, as well as actively participating in online discussions and collaborative team activities each week as assigned throughout the 8-week term. Online instructional strategies through Blackboard may include threaded discussions, journals, wikis, blogs, readings, videos, links to web research and resources, and the use of audio/video synchronous and asynchronous multimedia tools.

The **blended** class meets on campus each week and that learning environment is extended through weekly online collaborative and independent learning activities. Classroom instructional strategies may include experiential activities, large and small group activities, presentations, and discussions. The online component of the blended course, delivered through Blackboard, may include threaded discussions, journals, wikis, blogs, readings, videos, links to web research and resources, and the use of audio/video synchronous and asynchronous multimedia tools.

## Methods of Evaluation for Determining Grades

### Assignment Detail for Fully Online Course:

Assignments for Fully Online Course - Refer to Rubric(s) in Course Information in Blackboard	Possible Points
Discussion Board Assignments (Week 1-8)	300

Microeconomics Case Study (Week 3)	250
Microeconomics Team Project <ul style="list-style-type: none"> <li>• Team Contract (Week 3) 10 points</li> <li>• Team Presentation (Week 6) 200 points</li> <li>• Individual Peer Evaluation (Week 6) 20 points</li> </ul>	230
Microeconomics Application Paper (Week 7)	220
	<b>Total: 1000</b>

### Class by Class Outline for Fully Online Course:

Week	Topics	Assignments
Week 1	Introduction to Microeconomics (Chapter 1)	Discussion Questions
Week 2	Supply and Demand (Chapters 2, 3, 4)	Team Contract; Discussion Questions
Week 3	Public Funding (Chapters 5, 6)	Microeconomics Case Paper; Discussion Questions
Week 4	Consumer Choice (Chapters 19, 20, 21)	Discussion Questions
Week 5	Monopolies (Chapters 24, 25, 26)	Discussion Questions
Week 6	Labor Market (Chapters 27, 28, 29)	Team Project; Individual Peer Evaluation, Discussion Questions
Week 7	Environmental Economics (Chapters 30, 31)	Microeconomics Application Paper; Discussion Questions
Week 8	Course Summary (Chapter 32)	Discussion Question

## Methods of Evaluation for Determining Grades

### Assignment Detail for Blended Course:

Assignments for Blended Course - Refer to Rubric(s) in Course Information in Blackboard	Possible Points
Participation <ul style="list-style-type: none"> <li>• In-Class (Weeks 1-8) @ 50 points each</li> <li>• Discussion Boards @ 25 points each</li> </ul>	300
Microeconomics Study (Week 3)	250
Microeconomics Team Project <ul style="list-style-type: none"> <li>• Team Contract (10 points)</li> <li>• Team Presentation (200 points)</li> </ul>	230

• Individual Peer Evaluation (20 points)	
Microeconomics Application Paper (Week 7)	220
	<b>Total: 1000</b>

### Class by Class Outline for Blended Course:

Week	Topics	Assignments
Week 1	Introduction to Microeconomics (Chapter 1)	Discussion Questions
Week 2	Supply and Demand (Chapters 2, 3, 4)	Team Contract; Discussion Questions
Week 3	Public Funding (Chapters 5, 6)	Microeconomics Case Paper; Discussion Questions
Week 4	Consumer Choice (Chapters 19, 20, 21)	Discussion Questions
Week 5	Monopolies (Chapters 24, 25, 26)	Discussion Questions
Week 6	Labor Market (Chapters 27, 28, 29)	Team Project; Individual Peer Evaluation, Discussion Questions
Week 7	Environmental Economics (Chapters 30, 31)	Microeconomics Application Paper; Discussion Questions
Week 8	Course Summary (Chapter 32)	Discussion Question

## Student Performance Requirements

**Grades are determined on a straight-scale basis using the following scales.**

The following grading scale applies to all undergraduate coursework:					
A	94.0% and above	A-	90.0% - 93.9%	B+	88.0% - 89.9%
B	83.0% - 87.9%	B-	80.0% - 82.9%	C+	78.0% - 79.9%
C	73.0% - 77.9%	C-	70.0% - 72.9%	D+	68.0% - 69.9%
D	63.0% - 67.9%	D-	60.0% - 62.9%	F	59.9% and below

The following grading scale applies to all graduate coursework:					
A	94.0% and above	A-	90.0% - 93.9%	B+	88.0% - 89.9%

The following grading scale applies to all graduate coursework:					
B	83.0% - 87.9%	B-	80.0% - 82.9%	C+	78.0% - 79.9%
C	73.0% - 77.9%	F	72.9% or below		

## Attendance and Other Class Policies

Requirements for student attendance and participation will be defined by each instructor based on the following policy:

- Monday of the first week is considered the first day of class for online and blended instruction. This includes instruction for fully online classes and online instruction supporting blended classes.
- Regular onsite attendance is expected for student success. If a student misses more than one onsite class or one week of engagement in an online class, the student may, at the discretion of the instructor, fail the course. Students are expected to attend all classes, particularly the first night of class.
- Students who will miss more than one class have the responsibility to discuss their attendance with the instructor in advance. Students should also consider withdrawing from a course if they will be absent more than once. Instructors may, but are not obligated to, accommodate students under extraordinary circumstances, but the student must request accommodation and provide requested supporting documentation.
- If a student misses a portion (e.g., arriving late or leaving early) of an onsite course, the student's grade may be adversely affected. Students who are not in attendance for at least 75 percent of any scheduled class may be considered absent for that class. Students should discuss missing portions of a class with their instructor to determine how their grade may be affected.
- Regular online attendance/participation and engagement is expected for student success in both fully online and blended courses. Online participation is evident through posting to a discussion board, wiki, virtual office or classroom meeting, a drop box, attending a virtual seminar, completing real-time activities or quizzes, or other course-related activities (synchronous or asynchronous).
- Schools and programs may have different attendance policies. Refer to school and program specific information for additional attendance policies.
- Successfully completing the course requires good time management. All assignments should be completed and turned in on time. Unless prior arrangements are made with the instructor, late work will be discounted 10% for each day late; work submitted five (5) or more days late will not be accepted for

credit. Points for discussion question threads are earned only in the assigned week; posting after the week ends in a discussion forum is not eligible for credit.

## University Academic Writing Standards

Specific writing standards differ from discipline to discipline, and learning to write persuasively in any genre is a complex process, both individual and social, that takes place over time with continued practice and guidance. Nonetheless, UMass Global has identified some common assumptions and practices that apply to most academic writing done at the university level. These generally understood elements are articulated here to help students see how they can best express their ideas effectively, regardless of their discipline or any particular writing assignment.

Venues for writing include the widespread use of e-mail, electronic chat spaces and interactive blackboards. UMass Global is committed to guaranteeing that students can expect all electronic communication to meet Federal and State regulations concerning harassment or other “hate” speech. Individual integrity and social decency require common courtesies and a mutual understanding that writing—in all its educational configurations—is an attempt to share information, knowledge, opinions, and insights in fruitful ways.

Academic writing (as commonly understood in the university) always aims at correct *Standard English* grammar, punctuation, and spelling.

The following details are meant to give students accurate, useful, and practical assistance for writing across the curriculum of the University of Massachusetts Global.

Students can assume that successful collegiate writing will generally:

- Delineate the relationships among writer, purpose, and audience by means of a clear focus (thesis statements, hypotheses or instructor-posed questions are examples of such focusing methods, but are by no means the only ones) and a topic that’s managed and developed appropriately for the specific task.
- Display a familiarity with and understanding of the particular discourse styles of the discipline and/or particular assignment.
- Demonstrate the analytical skills of the writer rather than just repeating what others have said by summarizing or paraphrasing
- Substantiate abstractions, judgments, and assertions with evidence specifically applicable for the occasion whether illustrations, quotations, or relevant data.

- Draw upon contextualized research whenever necessary, properly acknowledging the explicit work or intellectual property of others.
- Require more than one carefully proofread and documented draft, typed or computer printed unless otherwise specified.

## Documentation

Any material not original to the student must be cited according to the American Psychological Association (APA) documentation format. Deliberate use of information or material from outside sources without proper citation is considered plagiarism and can be grounds for disciplinary action. See the explanation of Academic Integrity below.

## Academic Integrity

As a learning community of scholars, the University of Massachusetts Global emphasizes the ethical responsibility of all its members to seek knowledge honestly and in good faith. Students are responsible for doing their own work, and academic dishonesty of any kind will not be tolerated. "Violations of academic integrity include, but are not limited to, cheating, plagiarism, or misrepresentation of information in oral or written form. Such violations will be dealt with severely by the instructor, the dean/center director, and the standards committee. Plagiarism means presenting someone else's idea or writing as if it were your own. If you use someone else's idea or writing, be sure the source is clearly documented." Other guidelines for acceptable student behavior are specified in the University Catalog.

UMass Global online library resources: <https://www.chapman.edu/library/umassglobal>

## UMass Global's Office of Accessible Education

Students who require disability-related services or accommodations to access their educational experience can register with the Office of Accessible Education (OAE). The Office of Accessible Education (OAE) is committed to ensuring equal educational access and opportunity for all members of our academic community. Students will be provided equitable and reasonable accommodations and services that are in compliance with [Section 504 of the Federal Rehabilitation Act of 1973](#) and the [Americans with Disabilities Act of 1990 \(ADA\)/Americans with Disabilities Act Amendments Act of 2008 \(ADAA\)](#). Registration with OAE is on a voluntary, self-identifying basis. Please visit the [Office of Accessible Education \(OAE\) website](#) for more information about how to register for



services, eligibility requirements, and information about potential academic accommodations and services.

Our university is committed to ensuring equal access for all students. Let us know about any accessibility barriers you encounter using any of our online systems or websites by submitting a [Feedback or Accessibility Concern Submission Form](#). We'll do our best to improve things and get you the information you need.

## UMass Global's Behavioral Intervention Team

The University of Massachusetts Global Behavioral Intervention Team (BIT) addresses situations in which students, faculty, staff, vendors, contractors, or general visitors are displaying behaviors that are concerning, disruptive, or threatening in nature and that potentially impede their own or others' ability to function successfully or safely. The mission of the University Behavioral Intervention Team is to provide a proactive and supportive multidisciplinary team approach to prevention, assessment, and early intervention of situations or individuals that may pose a threat to the safety and wellbeing of themselves or the University community as a whole.

It is the responsibility of faculty, staff, and students to immediately report any situation that could possibly result in harm to anyone at the University to the BIT by calling 949-383-3119, emailing [safe@umassglobal.edu](mailto:safe@umassglobal.edu), or by filling out the BIT referral form [here](#). For more additional information on the University Behavioral Intervention Team, please visit our website [here](#). A "crisis" is defined as a situation in which a person may pose an active or immediate risk of violence to self or others. In these cases, the local police should be contacted by calling 911.

## UMass Global's Title IX Statement

The University of Massachusetts Global strives to maintain and foster a climate that promotes respect and human dignity. Sexual misconduct and relationship violence in any form is antithetical to the university's mission and core values, violates university policies, and may also violate federal and state law. The office of Title IX is primarily concerned for students' safety and well-being and is tasked with investigating all reports of sexual misconduct experienced by our community members. Title IX prohibits sex-based and gender-based discrimination and harassment, which includes discrimination based on pregnancy and/or pregnancy-related complications, parental status, and marital status. Students expecting or experiencing pregnancy-related complications, that may require educational accommodations, should contact the University's Title IX Coordinator and/or the Office of Accessible Education.

The University and Title IX's prohibition of sex discrimination also covers sexual harassment, sexual violence, and any other form of sexual misconduct. We offer options and resources to all students affected by these issues and are committed to providing a fair, thorough, and prompt investigation and adjudication process. If you or someone you know has been impacted by sexual assault, dating, and domestic violence, stalking, or sexual exploitation, please visit the [University's Title IX Resource Page](#) to access additional resources and information.

UMass Global's staff and faculty are tasked with reporting any possible sex or gender-based discrimination or Title IX violations to the University's Title IX Coordinator at [civilrightscomplaints@umassglobal.edu](mailto:civilrightscomplaints@umassglobal.edu).

[Click on this Link to our University Title IX Policy](#)