



COURSE SYLLABUS

COURSE TITLE: Microeconomics

TERM & YEAR: Spring I 2020

COURSE & SECTION NUMBER: ECO 213

TIME & PLACE: Trine University Moodle

NUMBER OF CREDIT HOURS: 3

INSTRUCTOR: Erikson Conkling

OFFICE LOCATION/HOURS: By appointment

OFFICE PHONE: 574-377-0755 (call or text)

EMAIL: conklinge@trine.edu

COURSE DESCRIPTION: Introduction to the theory of demand and supply and price determination in market economies. The study of individual consumers and producers, different market structures and the distribution of income.

PREREQUISITES: MA 113 eligible

REQUIRED TEXT: *Micro Economy Today (14th Edition)*
Author: Schiller and Gebhardt
ISBN: 9781259291814

OTHER MATERIALS: As provided by the professor or available via the web (at no cost)

LEARNING OUTCOMES: Upon completion of this course, the student should be able to:

- Explain the economics of firm resource allocation decisions.
- Interpret the relationship of producers, consumers, and the government in the micro economy.
- Critique market mechanisms and mixed capitalism.
- Analyze supply and demand elasticity.
- Discuss factor markets and their relationship to production costs, product price and demand for economic resources.

ATTENDANCE/PARTICIPATION: This class is 100% online. That means regular, online participation is expected in order to fulfill course requirements. Trine University faculty members take attendance each week...and being marked *absent* multiple weeks will jeopardize your ability to avoid being administratively dropped from the course.

In order to be marked as *present* for the week, students **must** complete at least one (1) graded course assignment before the 8pm deadline on the due date that week. Simply logging into the course is not sufficient.

(Note: "Drive-by" participation (i.e. failing to participate all week long...then dropping in to submit work at 11:45pm on Sunday when the deadline is **8pm** every week) is heavily discouraged and will result in a loss of points relative to course assignments, so please review the course schedule carefully and plan accordingly.)

GRADING/EVALUATION:

Your course grade will consist of the following components:

Discussion Boards: 4 @ 25 points each = 100 Points
Position Paper Dialogues: 4 @ 25 points each = 100 Points
Textbook Chapter Quizzes: 5 @ 20 points each = 100 Points

Exam 1: 100 Points
Exam 2: 100 Points

500 Points Total Possible

As you can see, there is a wide variety of points available to you in this course. However, there are not enough points pooled in one bucket to neglect even one option. Success in this class does not require perfection, but it does require dedication and consistency!

Grading will be based on the following scale:

A 92-100
B+ 88-91.99
B 82-87.99
C+ 78-81.99
C 72-77.99
D 65-71.99
F 0-64.99

I routinely receive questions about “Rounding Up” (i.e. Scoring 91.5% and asking for an A instead of a B+). Here’s the scoop:

“Rounding Up” is reserved for students who give me supreme effort. This means engaging in substantive discussions, completing all assigned readings and assignments, and giving me best efforts on the papers and exams. **Basically, it means checking all of the boxes where course assignments are concerned and not leaving points on the table.**

If you give me 100% effort, but fall just short of your goal, I will give your request serious consideration. However, if you fail to complete assignments in a complete and timely fashion, bomb the quizzes/exams and/or willfully leave any other points on the table, **I will not consider your request.**

One last word regarding grades:

Do NOT wait until the day before final grades are due to begin scouring the grade book for missed assignments and/or grades to complain about when you fall short of your desired grade. If you question a grade you received or the absence of a grade, let me know **immediately** so that we may discuss the entry in a timely fashion.

CLASS DECORUM

At times, we may dig into topic areas that can produce various feelings and emotions on the part of students. Students are welcome to respectfully disagree with a comment or position put forth by another student, but under no circumstances will abusive behavior toward other students be tolerated. We celebrate critical thinking and ideological diversity in this class, and therefore welcome all respectful points of view – regardless of party affiliation (or lack thereof).

NETIQUETTE

Students should not treat academic course communications/writing as they would interpersonal or social media communications. Emails to the professor should be respectful, clear and **always** sent via university email services. Discussion board work should be academic, scholarly and respectful. Students should avoid making personal opinions the basis of their writing. Instead, students are encouraged to research and use credible outside source information and formulate **arguments** in lieu of assertions, where appropriate (See the addendum below).

ACADEMIC MISCONDUCT

The University prohibits all forms of academic misconduct. Academic misconduct refers to dishonesty in examinations (cheating), presenting the ideas or the writing of someone else as one’s own (plagiarism) or knowingly furnishing false information to the University by forgery, alteration, or misuse of University documents, records, or identification. Academic dishonesty includes, but is not limited to, the following examples: permitting another student to plagiarize or cheat from one’s own work, submitting an academic

exercise (written work, printing, design, computer program) that has been prepared totally or in part by another, acquiring improper knowledge of the contents of an exam, using unauthorized material during an exam, submitting the same paper in two different courses without knowledge and consent of professors, or submitting a forged grade change slip or computer tampering. The faculty member has the authority to grant a failing grade in cases of academic misconduct as well as referring the case to Student Life.

PLAGIARISM

You are expected to submit your own work and to identify any portion of work that has been borrowed from others in any form. An ignorant act of plagiarism on final versions and minor projects, such as attributing or citing inadequately, will be considered a failure to master an essential course skill and will result in an F for that assignment. A deliberate act of plagiarism, such as having someone else do your work, or submitting someone else's work as your own (e.g., from the Internet, fraternity file, etc., including homework and in-class exercises), will at least result in an F for that assignment and could result in an F for the course.

Students who are unsure of what constitutes plagiarism should let me know **before** turning in the sourced assignment. Claims of ignorance will not excuse the offense. The instructor reserves the right to use multiple resources to check student work for plagiarism.

Good rule of thumb: If you used information from an outside source (including your textbook), you need to properly cite and reference that source...NO EXCEPTIONS.

If you need assistance with APA citation/reference formatting, please see the Purdue OWL website:

<https://owl.english.purdue.edu/owl/>

...AND AS FOR WIKIPEDIA:

NO WIKIPEDIA CITATIONS AND SOURCES ARE ALLOWED IN ANY COURSE DISCUSSIONS OR WRITING ASSIGNMENTS. If I see a Wikipedia article or passage being used as a source for a citation, I will zero the assignment...no questions asked.

COMMUNICATION

Please feel free to utilize any of the above-listed communication methods should you have any questions or concerns about the course. I will answer your query within 24 hours unless I am physically unable to respond.

MAKE-UP POLICY

If you have a ***serious*** problem that can be documented/verified that keeps you from submitting an assignment on time, **please contact me immediately.**

Examples of serious, verifiable circumstances that necessitate absence are: ***hospitalization, death in the family, serious child illness, etc.*** If your absence warrants an exception to the late assignment policy, an alternate assignment may be issued to allow the student to earn back the lost points.

(Please note: "Life happens", "I had to work", "I was busy", "I forgot" etc. are not acceptable excuses for failing to complete an assignment in a complete and timely manner.)

So that there is no possible confusion regarding the late assignment policy, here is your final notification:

In the absence of the aforementioned serious circumstances listed in the make-up policy, no late assignments will be accepted in this course. This holds true whether your assignment is one minute late or one month late. We do not observe or distinguish between degrees of lateness in this class. No exceptions to this policy will be granted, so make sure you plan accordingly to avoid having zero grades to show for your hard work.

TECHNOLOGY REQUIREMENTS

Technology Tools:

1. Web Access: This course is taught in asynchronous mode using Moodle. Students will need daily access to a web-accessible computer with high-speed internet. Weekly participation, via Discussion Board postings, is required.
2. Software: Microsoft Word, PowerPoint and Adobe Reader.

INSTRUCTOR EXPECTATIONS

1. The instructor reserves the right to change or modify course materials or deadlines in response to student feedback or unforeseen circumstances.
2. The instructor requests that students allow 24 hours to respond to student emails or other forms of contact.
3. The instructor requests that the students allow the instructor one week from the date of submission to post a grade, or provide feedback, on any assignment. (Note: the instructor will make every effort to provide faster turnaround time. However, sometimes quicker turnaround time is not possible.)
4. The instructor may sometimes be unavailable. The instructor will always attempt to email and/or post an announcement to the class about any such inconveniences.
5. Working ahead on weekly assignments is ***not*** permitted unless the student has received written permission from the professor beforehand. The professor will make decisions relative to all requests on a case-by-case basis.

STUDENT EXPECTATIONS

1. ***Late assignments will NOT be accepted outside the bounds of the Make-Up Policy as detailed in this syllabus – no exceptions.***
2. Students must know how to access their Trine University email account and use this account for this course. ***Check your Trine University email multiple times EVERY WEEK!*** “I didn’t know because I didn’t check my Trine email” will not be accepted as an excuse for lack of knowledge where course communications are concerned.
3. Check your grade book regularly for grades on assignments. If you disagree with a grade you received, or if something does not look correct, you need to notify me immediately.
4. You will be required to write, cite and reference per APA formatting. If you are unfamiliar with the structure and formatting of APA, please see the Purdue OWL website or email/see me personally.
5. Review and refer to this syllabus, assignment schedule, and the course announcements for all pertinent information.
6. ***Read, highlight and/or make notes from your chapters!*** Far too many students think they can review PowerPoints and get what they need from each chapter. If that is your habit, now is the time to correct it. PowerPoints are designed to supplement your reading, not replace it.
7. It is expected that college-ready students will use correct spelling and grammar. ***Failure to attend to this detail will result in a significant loss of points.***
8. ***Assume responsibility for your learning.***

COURSE ASSIGNMENTS

Weekly assignments will be available on the Moodle site for this class in the Course Content area.

1. **Late assignments will not be accepted unless a serious, verifiable circumstance (i.e. hospitalization, death in the family) has prevented the timely submission of the work in question. Otherwise, late assignments will be given a zero grade.**
2. **Unless permission has been requested and received ahead of time, students are not permitted to work ahead to complete/submit future assignments. Failure to comply with this requirement will result in a zero grade for the assignment in question.**

Quizzes: Every student will be responsible for completing five (5) textbook chapter quizzes.

Discussions: Every student will be responsible for completing four (4) discussion boards. Please see the discussion thread instructions for content, posting and response guidelines. Initial posts are worth 15 points, with classmate responses worth 10 points.

Note: Classmate responses lacking in substance and significant contribution to the discussion will be given significant reductions in points. Therefore, avoid the dreaded "I totally agree with everything you said!" classmate replies that add absolutely nothing to the discussion.

If you agree with what was written, then explain why you agree. Consider adding something substantive (i.e. credible outside source information, a personal experience, etc.) to the discussion rather than simple affirmation.

Exams: Every student will be responsible for completing two (2) exams covering chapter content.

Position Paper Dialogues: Every student will be responsible for completing four (4) position papers and classmate responses to accompany them. Initial posts are worth 20 points, with classmate responses worth 5 points.

Note regarding position papers:

One quick note about your writing apropos **assertions** versus **arguments**:

You will be tempted to write position papers giving me *only* your opinions relative to the assigned topics.

DON'T.

Unsubstantiated opinions, or assertions, are the literary and academic equivalent of spaghetti without meat sauce. You can toss it against the wall...and for a very brief time it may stick, but eventually it falls to the floor.

You want your writing on matters of this sort to reflect spaghetti **with** meat sauce, which has the potential to stick to the wall indefinitely (provided your homemade meat sauce has the correct ingredients).

That is what a properly-constructed position paper consists of. It means letting your research do the talking as opposed to tossing out baseless opinions that reflect feelings rather than research. Here is an example:

Assertion: "I feel like people are worse off now than before."

Argument: "There is objective evidence that Americans are not better off than they once were. According to the Bureau of Labor Statistics (2008), median household income decreased by an average of \$324 from 2000-2007...and only the top income class increased during this span."

See the difference? Both statements essentially said the same thing, but only one has any academic credibility due to the fact that it has reinforcing data that gives the point substance.

If you need any help with this writing, my phone/email box is always open!