

Principles of Microeconomics
Eco – K102
Mr. Phil Mayer

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OFFICE HOURS (office C208; second floor of C wing above main entrance to library)
M and Wed 10:30-11am; 12:30-1:30
Tuesday and Thursday 11am to 12:30; tutoring from 2 to 3 in C117. Please make an appointment at the tutoring center to be tutored. No appointment is necessary for office hours.

COURSE DESCRIPTION: An introduction to microeconomic theory, with an emphasis on how individual consumers, firms, and industries make decisions. This class will also analyze how government economic policies are made. The basic theories of income distribution, international economics, health economics, and labor economics are developed.

REQUIRED TEXT: *COREMicroeconomics* by Eric Chiang, forth edition
A calculator is also required; colored pens are suggested.

GRADES

4 tests (top 3 grades, 20% each)	60%	100-94 = A	79-77 = C+
Homework	10%	93-90 = A-	76-73 = C
Project	10%	89-87 = B+	72-70 = C-
Final (omitted if “A” average) *	20%	86-83 = B	69-67 = D+
		82-80 = B-	63-66 = D
			62-60 = D-

* If you have a “91” test average – including all tests – then you are exempt from the final.

ATTENDENCE: It is important that you attend class; you cannot learn if you’re not there. Numerous absences will affect your grade. It is your responsibility to get all notes, materials, and assignments for any classes that you miss. If you regularly miss class, or are consistently late and/or consistently leave early, that will be a clear signal to me that you do not care about grade; consequently, if you have a borderline average, and come to class, you will be given the higher grade; if you demonstrate that you don’t care about your grade, you will be given the lower grade.

I expect all of my students to have the integrity and character to be honest at all times. Students caught cheating will get a “0” on that test, and it will not be dropped. In addition, you may get an “F” in the class regardless of your average.

I expect students to arrive on time for class, not leave early, and to have gone to the facilities prior to class. Consistent violations are disruptive to your classmates will result in a lower grade. Disrupting my class or being regularly (4 or more unexcused absences) or arriving late and leaving early will result in the lowest test grade not being dropped.

We will at times discuss issues which people have different opinions about. Please remember to respect each other and act civilly at all times. If someone says something you disagree with, please raise your hand and wait to be called on.

Make-up exams will be given ONLY if the student has contacted the instructor PRIOR to the test. Make-ups will be administered during my regular office hours ONLY. CLASS Students **MUST** take the exam **BY THE NEXT SCHEDULED TIME – NO EXCEPTIONS**. Failure to follow this policy will result in either a grade of 0 on that test, a penalty of 10 to 20 points, and/or a make-up exam that is all essay. You will be allowed to take one make-up exam per class per semester.

I don not give “incompletes.” Your grade will be based on all work completed before the end of the semester. **NO EXTRA CREDIT!**

Snow: In the event of wintery weather, please listen to 106.5, Q105, I-98, 1350AM, or WSUB for cancellations. If you do not hear that Three Rivers Community College is closed, that means we are open. You can also look at the website www.trcc.comnet.edu or call the switchboard at 886-0177 for weather info. If you do not hear we are closed, TRCC is open and class will be held. However, if you believe that it is too dangerous to come to class, that’s understandable; you are still responsible for finding out what you missed (see tentative course outline on third page) and learning that material.

Ten points per day will be deducted from any assignment that is late. In the real world, those who can’t meet deadlines are fired.

*** The best way to study for my tests is to study my lecture notes and the homework I assign. It is important that students learn ALL of the definitions we discuss in class; toward that end, students will find making “flashcards” with the word on one side and the definition on the other useful. These flashcards can be used to learn about the various graphs we discuss as well.

COURSE OUTLINE

test 1: Chapters 1, 2, 3 roles of govt, and types of firms Monday, Feb. 13)

NO CLASS 02/20 – Presidents’ Day

test 2: Chapters 5, 6, 7 Monday, March 6)

No class 03/13 spring break

test 3: Chapters 8, 9, 10 (Mon.. April 10)

test 4: Chapters 11, 12, 13, 15 (Monday May 1)

final: take-home due Thursday, May 11 at 7pm.

PROJECT: Due: Monday, April 3 LEASE DO NOT EMAIL ME THE

PAPER! 3 – 5 pages Find seven newspaper, magazine, or internet articles (credible sources, only) about the economy. At least 2 of these articles must be international, one must be on the nation's economy, 1 must be on the economy of New London County (or the county where you live) and 1 must be on the economy of Connecticut (or the state where you live). Summarize these articles, and relate them to what you've learned in class. Each summary should be ½ to 1 page typed doublespaced, so your project should be 4 to 5 pages long. Site your sources! (I do not need you to submit copies of the articles). Grammar is 25% of your grade. Failure to use a staple will cost you 5 points. Suggested sources: The new London Day (theday.com), the Hartford Courant (ctnow.com), The New York Times, Time magazine, Newsweek, U.S. News and World Report, The Economist magazine, cnn.com, abcnews.com, nbcnews.com, Wall Street Journal (online.wsj.com/public/us). All of the sources are available at the Learning Resource Center. If you need help, ask me or the librarian ☺

College Withdrawal Policy: A student who finds it necessary to discontinue a course **MUST** complete a withdrawal form obtained from the Registrar's Office. Students may withdraw from class anytime during the first ten weeks of the semester without being in good standing or obtaining prior permission of the instructor. After that period, a student wishing to withdraw must obtain written authorization of the instructor to receive a "W" grade for the course. Students who fail to properly withdraw and discontinue coming to class will receive an "F" grade. Eligibility for refund of tuition is based upon date of withdrawal when received by the registrar. Verbal withdrawals will not be accepted.

Learning Disabilities Statement: If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Disabilities Counseling Services at 383-5240. To avoid any delay in the receipt of accommodations, you should contact the counselor as soon as possible. Please note that I cannot provide accommodations based on disability until I have received an accommodation letter from the Disabilities Counselor.

CELL PHONE POLICY:

Students are notified that cellular phones and beepers are allowed in class or in the Learning Resource Center only if they are turned off or turned to a silent mode. Under no circumstances are phones to be answered in class. When there are extenuating circumstances that require that a student be available by phone or beeper, the student should speak to the instructor prior to class, so that together they can arrive at an agreement

OUTCOMES:

- 1) To demonstrate knowledge of the business cycle
 - a) Interpret a graph of the business cycle.
 - b) To explain the effects of recession.
 - c) To illustrate via aggregate demand and aggregate supply graphs the affects of recession, demand-pull inflation, cost-push inflation, and an increase in aggregate supply.
 - d) Discuss how the government will use its tools of fiscal policy to stimulate the economy in times of recession and inflation.

- 2) To demonstrate an understanding of how supply and demand work together to set prices.
 - a) To distinguish a change in demand with a change in quantity demanded.
 - b) To distinguish a change a change in supply with a change in quantity supplied.
 - c) To analyze the cause(s) of a change in demand or a change in supply.
 - d) To analyze the affects of price floors and price ceilings.

- 3) To demonstrate an understanding of how our banking system works
 - a) To explain the 3 functions of money.
 - b) Calculate m1, m2, m3, and the deposit expansion multiplier.
 - c) Explain the roles of a central bank.
 - d) To explain how a central bank will use its tools of monetary policy to stimulate the economy.

BOARD OF REGENTS FOR HIGHTER EDUCATION AND CONNECTICUT STATE COLLEGES AND UNIVERSITIES POLICY REGARDING SEXUAL MISCONDUCT REPORTING, SUPPORT SERVICES AND PROCESSES POLICY

Statement of Policy for Public Act No. 14-11: An Act Concerning Sexual Assault, Stalking and Intimate Partner Violence on Campus:

“The Board of Regents for Higher Education (BOR) in conjunction with the Connecticut State Colleges and Universities (CSCU) is committed to insuring that each member of every BOR governed college and university community has the opportunity to participate fully in the process of education free from acts of sexual misconduct, intimate partner violence and stalking. It is the intent of the BOR and each of its colleges or universities to provide safety, privacy and support to victims of sexual misconduct and intimate partner violence.”

UNITED STATES DEPARTMENT OF EDUCATION AND OFFICE OF CIVIL RIGHTS TITLE IX STATEMENT OF POLICY:

“Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in education programs and activities in federally funded schools at all levels. If any part of a school district or college receives any Federal funds for any purpose, all of the operations of the district or college are covered by Title IX.

Title IX protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination, including discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity. All students (as well as other persons) at recipient institutions are protected by Title IX – regardless of their sex, sexual orientation, gender identity, part-or full-time status, disability, race, or national origin-in all aspects of a recipient’s educational programs and activities.”

If any student experiences sexual misconduct or harassment, and/or racial or ethnic discrimination on Three Rivers Community College Campus, or fears for their safety from a threat while on campus, please contact Edward A. Derr, the Diversity Officer and Title IX Coordinator: