This course syllabus is intended as a set of guidelines for MICRO ECONOMICS. Both North Lake College and your instructor reserve the right to make modifications in content, schedule, and requirements as necessary to promote the best education possible within prevailing conditions affecting this course.

Instructor Information:
Professor Kamara, Willie
Email: wkamara@dcccd.edu
Phone Contact: (972) 273-3480
Room A310
Office Hours: By appointment

Course Information
Course title: MICRO ECONOMICS
Course number: (2302)
Section number: 7001 & 7501
Credit hours: 3 per class
Class meeting time: MTWR 7:30am-9:45am & 5:45pm-7:45pm respectively.
Course description: The principles of microeconomics are presented. Topics include the theories of demand and supply, resource allocation and factor prices. Income distribution and the theory of the firm are also included. Emphasis is given to microeconomic applications of international trade and finance as well as other contemporary microeconomic problems.
Course prerequisites: Developmental Reading 0093 or English as a Second Language (ESOL) 0044 or have met the Texas Success Initiative (TSI) standard in Reading. Sophomore standing is recommended.

Required or Recommended Textbooks and Materials
1. Aplia is designed for your interactive learning, online problem sets, simulations, News analysis for with pre and post tests.
2. Aplia access code
3. Register at http://econ.aplia.com with the course key provided by your Professor
4. The PowerPoint hand out is available at http://academic.cengage.com/economics/mankiw
5. Download the hand out and bring to class.
6. Writing materials, scantron and a calculator
7. Graph book and extra note book for a journal
MICRO ECON 2302 STUDENT LEARNING OUTCOME(SLO)

1. Students at the ECON 2302 departmental level will apply the concept of elasticity to observe the ethical implications of field research, working collaboratively as a team and making use of interpersonal skills to produce an electronic report, at 70% level of proficiency within the established deadline.
   Gen Ed 1.1, 2.1, 2.2, 3.1, 3.2, 5.2, 6.1, 6.2
   Group Project

2. Students in ECON 2302 will demonstrate academic integrity on the timed exam by evaluating perfect and imperfect markets' resource allocation within the framework of social and cultural forces, at the 70% proficiency level, using the theory of consumer and producer surplus.
   Gen Ed 1.1, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2, 6.2
   Exam

3. Students at the ECON 2302 departmental level will submit a typed original case-study that evaluates the distinguishing characteristics that shapes our assumptions of the market structure at a 70% proficiency level within the established deadline.
   Gen Ed 1.1, 2.1, 3.1, 3.2, 4.1, 5.2, 6.2
   Case study

Course Objectives
Upon successful completion of Economics 2302, you should be able to:
1. Identify the major microeconomic problems confronting the U.S. economy, firms, and consumers.
2. Identify and explain the primary causes of these problems.
3. Identify and explain the principal economic effects of these problems.
4. Demonstrate knowledge of microeconomic theory necessary to think intelligently about these problems.
5. Identify, explain, and justify appropriate policy options for resolving these problems.
6. Evaluate the validity of policies proposed by others for resolving these problems.
7. Succeed in subsequent business courses that require an understanding of microeconomic theory for successful, or enriched, completion.
8. Apply the theory of microeconomics to subsequent courses in the arts, humanities, sciences, and social sciences.

TENTATIVE CHAPTER READING SCHEDULE

<table>
<thead>
<tr>
<th>WEEK/ DATE</th>
<th>UNITS</th>
<th>CHAPTERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Orientation/Video</td>
<td>1,4,5(parts of 6</td>
</tr>
<tr>
<td></td>
<td>An overview of Demand &amp; Supply,</td>
<td>[p.124-131</td>
</tr>
<tr>
<td></td>
<td>Elasticity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Consumer/Producer &amp; Efficiency of Market</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>EXAM 1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Application: International Trade</td>
<td>8&amp;9</td>
</tr>
<tr>
<td>2</td>
<td>The Theory of Consumer Choice</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>EXAM 2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The Cost of Production</td>
<td>13</td>
</tr>
</tbody>
</table>
Review for:
Exam 1: chapters (Overview of chapt. 1 & 4)5, 6(pp 124-131) & 7
Exam 2: chapters 8, 9 & 21
Exam 3: chapters 13, 14 & 15
Exam 4: chapters 16, 17 & 10
Quiz : chapters 11, 18, 19 & 20

Means of Assessment of Course Learning Outcomes
Learning outcomes will be assessed by Exams comprising of multiple-choice questions, true/false, Assignments & Quizzes comprises of, News analysis, experiment/simulations. Others include mini paper/project, class participation/discussion and out of class assignments. (ref addendum for detailed assessment description).

Evaluation Procedures
Aplia Weekly Chapter assignments
You can earn up to 700 points. 4 unit exams @ 100 points each, Online Aplia assignments @ 300 points, attendance & others @ 100 points. Recommended Economics textbook and Aplia access code is required in this course.
All assignments linked to the www.aplia.com site will count toward students’ grades. There is no reset or retake for Aplia assignments. However, there are more than 400 points worth of Assignments available to enable you earn your missed points. Aplia is available Monday- Sunday latest 11 pm).

Grade It Now gives student an incentive to learn from their mistake by giving them immediate, comprehensive feedback and allowing multiple attempts at each question. Questions are randomized. Each attempt covers the same core concept, but provides students with a different question and answer from their classmates, as well as a different question and answer from their previous attempts.
Try Another Version” button: allows students to attempt a new page of questions covering the same concept, but using different examples and/or numbers.
Students can attempt a given page of questions up to three times. The final score reported in the grade book will be an average of the points.

**Class Participation:** This will be based on your active involvement in all in-class activities/exercises, engage in discussion topics relevant to economics. Please note that class participation points are not negotiable and there is no make up.

**Exams and Assignments**

<table>
<thead>
<tr>
<th>Online Assignments, problem sets</th>
<th>300 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>News analysis</td>
<td></td>
</tr>
<tr>
<td>4 Exams @ 100 points</td>
<td>400 Points</td>
</tr>
<tr>
<td>Attendance/Class participation &amp; others</td>
<td>100 Points</td>
</tr>
<tr>
<td><strong>Drop one exam grade</strong></td>
<td>-100 Points</td>
</tr>
<tr>
<td><strong>Cumulative Points</strong></td>
<td>700 Points</td>
</tr>
</tbody>
</table>

**Test dates and times:**
All tests will be taken in class. Exact dates for the in class tests/quizzes will be confirmed in class.

*All Aplia assignments are due every Sunday by 11pm*

Last day to withdraw with a “W” June 30, 2012

Final Exam: Week of 07/02/12

**Grading Scale**

- A=630–700
- B=560–629
- C=490–559
- D=420–489
- F=<419 or under

**Discipline/ Course/ Department/Policies**

**Behavior/Classroom Decorum:** Disruptive, rude and or inappropriate behavior is unacceptable (i.e. excessive noise, chatting/ loud talk during lecture, eating). Please turn off your cell phones, pagers and beepers prior to lecture. Seek your instructor’s permission before tape recording lectures. Sleeping in class is not tolerated it is considered rude and distracting to others. “If you are well enough to come to class, then you are well enough to stay awake.” If you feel that you must spend our class time studying or doing homework, you are advised to go to the library. Any student caught in violation of these rules, may be removed from the classroom and may face further disciplinary actions at the instructor’s discretion.

**Test/Assignment Format:** All exams/quizzes comprise of various formats including multiple-choice, true/false, short answer, and fill-in-the-blank questions and news analysis. You will need a scantrons, and pencils and a calculator for your tests. The test duration is 50 minutes except for the final that is 1 hour 50 minutes. These tests are given in class (see reading assignments) except in cases where a student has a special need to take the test elsewhere (See Americans with Disabilities Act.) Only in such situations will test be given in the testing center. District Policy is that final Exams will not be given in the testing center. Your instructor will notify you whenever a class test is due. It is the students’ responsibility to check for the online assignments every week. (Deadline is Sunday at 11pm). There is no reset or retake of any missed Aplia assignment. However, there are more than 400 points worth of assignment available to enable you earn your missed points.

Exams and assignments are designed to assess some basic learning skills: Knowledge, Comprehension, Application, Analysis and Evaluation of the materials covered in this course.
Recall/Knowledge – Tests how well you have read the book. It includes questions on technology, specific facts, and knowledge of theories and graphs. Remembering previously learned information.

Comprehension – Tests your ability to use the information in a slightly different context and to demonstrate that you understand it. For instance, I would ask you to explain the relationship between the marginal cost and the supply curve of the firm in the short run or the relationship between the money supply and the interest rate (Macro). Explain the elasticity of demand and supply on distribution of tax burden.

Application – Test your ability to apply the knowledge gained from the text to new situations. For example, how would you use the concept of asset management to understand a real-world problem such as the savings and loan crisis of the 1980s or how would you apply the concept of elasticity of demand to revenue determination in every market situation?

Analysis - Test your ability to break down the information into its separate components so that its structure can be understood.

Evaluation - Your ability to provide valued judgment of the material based on any given criteria. You ability to assess, compare and contrast information or materials covered.

WHAT YOU CAN EXPECT FROM ME:
- Clear statements of your responsibility and grading standard.
- Efficient and organized use of you time in class.
- Clear communication of subject matter.
- Willingness to meet with you during office hours or other times by appointment if need be.
- Fair test and evaluations.
- Diligence in preparation, grading and timely delivery.

WHAT I CAN EXPECT FROM YOU:
- At least Twelve to fifteen hours of study per week.
- Active listening and participation in class.
- Timely completion of work.
- Talk with me about class problem before they get out of hand.

STUDENTS WHO HAVE DONE WELL IN THE PAST HAVE THIS TO SAY:
- Read the chapter twice: once before class and again after the lecture.
- Do not get behind in the reading or you may not catch up.
- Summarize, don’t highlight compare your summary with the text summary.
- Attempt to answer end of chapter questions.
- Use the study guide on pages (back) after you read the chapter.
- Study in groups rather than alone; this is a good time to compare class notes.
- Ask questions, visit with the professor/ tutor if you do not understand any material.
- Text messaging (cell phone) is not an approved economics class participation activity.
- Economics is real; don’t forget the real world applications.

eCampus For tutorials, please go to:
http://ecampus.support.dcccd.edu/Tutorials/eCampusTutorials2/ecampustutorials.html
Or you may copy and paste to your browser if you are unable to click on the link above.

To log on to eCampus please go to http://ecampus.dcccd.edu
Type an "e" followed by your seven digit Student ID# for BOTH the USERNAME and the PASSWORD.
Example: username: e3456789
password: e3456789
The eCampus login is NOT the same as the eConnect login.

After your initial login, please change your Password and update your Email address by clicking on "Personal Information" (found under the "Tools" box under the left hand side of the "My DCCCD" tab) and selecting the appropriate links.

If you still cannot login, please contact Technical Support at ecampus.support@dcccd.edu.

Progress: Students are advised to keep track of their progress reports. Your instructor will make available the test scores. Feel free to discuss your progress report with your instructor and please note that the time to be concerned about your grade is not in the last week (Exam week) of the semester.

ATTENDANCE/CLASS PARTICIPATION POLICY.
Class Participation is part of your grade while disruptive behavior is a demerit to you. Participation is not being disruptive, disrespectful, sleeping or coming late to class. Some unacceptable class behaviors, include talking/chatting, use of cell phones, IPods, texting, combing hair, applying make-up, manicure just to mention but a few. Please note that all cell phones/IPods must be out of sight during class.

Laptops are good, unfortunately it is not allowed in class due to mis-use of the same during class.

Your regular and punctual attendance to all classes and your, meaningful contribution to the learning either individually or as a group contribute to participation grade. (20 points each week).

Please plan your schedule well to avoid conflict and do not ask your professor if he/she will be covering any thing important on each day as to decide whether to be present or not. The course is carefully planned out and every day is important. If emergencies arise that require an absence from a session, be sure to get the notes and all other information that was covered in class from a classmate. Expecting your professor to outline the class session in an independent message to you is not realistic as your professor typically has approximately 100+ students in his/her classes each semester. Any student arriving fifteen minutes after beginning of class is considered absent. Our class discussions and exercises are an important part of the learning experience; therefore, conflicting work schedules and appointments are not acceptable excuses for missing class.

In order to be considered for excused absence, a proper documentation to support your request is required.

Tutoring: Tutoring services are provided at no costs to the students. Please endeavor to make use of our Economics tutors available on campus in L240. For tutoring schedule, please contact the lab. At 972-273-3427

Extra Credit: is at your instructor’s discretion.(must not exceed 10 points)

Project/class activity: Students will be expected to work individually or in small groups. Teamwork is encouraged. A project may be assigned to you in this course. All work must be typed. Please ref. the instructions and grading rubric for the project.

LATE HOMEWORK IS UNACCEPTABLE so please pay careful attention to due dates.

Grading / posting: Grades are earned according to performance and not need. Students are expected to earn at least 70% on the final and over all assignments to pass this course. All exams are graded and scores made available to students both in class and online (ecampus)
however, your final grades will only be made available via transcript by the college. You may figure out your letter grade by using the grading scale provided in this syllabus. Please DO NOT EMAIL YOUR INSTRUCTOR FOR YOUR FINAL GRADE.

The rules of the syllabus, content of the exam, lectures, and the calculation of the grade you earned are not a starting point for negotiations. While I am willing to work with students on an individual basis, I cannot negotiate individual terms with each student.

INSTITUTIONAL POLICIES

ACADEMIC DISHONESTY:
You are required to do your own work except in cases of approved group assignment. The Student Code of Conduct prohibits academic dishonesty and prescribes penalties for violations. According to this code, which is printed in the college catalog, "academic dishonesty", includes (but is not limited to) cheating, fabrication, facilitating academic dishonesty, plagiarism, and collusion”. Academic dishonesty may result in the following sanctions, including, but not limited to:
1. A grade of zero or a lowered grade on the assignment or course.
2. A reprimand.
3. Suspension from the college.

NOTIFICATION OF ABSENCE DUE TO RELIGIOUS HOLY DAY(S)
Students who will be absent from class for the observance of a religious holiday must notify the instructor in advance. Please refer to the Student Obligations section of the college catalog for more explanation. You are required to complete any assignments or take any examinations missed as a result of the absence within the time frame specified by your instructor.

REQUIREMENTS OF THE AMERICANS WITH DISABILITIES ACT
In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, any student who feels that he or she may need any special assistance or accommodation because of an impairment or disabling condition should contact the ADA/ACCESS Office at (972) 273-3165 or visit Room A-430 at North Lake College. It is the policy of NLC to provide reasonable accommodations as required to afford equal educational opportunity. It is the student’s responsibility to contact the ADA/ACCESS Office.

STOP BEFORE YOU DROP
If you enrolled in college level courses for the first time in the fall of 2007, the Texas Education Code 51.907 allows you to drop no more than six courses during your entire undergraduate career unless the drop qualifies as an exception. The Counseling/Advising Center will give you more information about allowable exceptions.

Once you have accumulated six non-exempt drops, you cannot drop any other courses with a “W”. Therefore, you need to exercise caution when dropping courses in any Texas public institution of higher learning, including all seven of Dallas County Community Colleges. More information is available at http://www.northlakecollege.edu/admissions/drop.html or https://www1.dcccd.edu/catalog/ss/oep/dw.cfm.

DROP / WITHDRAWAL POLICY
The student is expected to be in class regularly and to consult with the instructor whenever an absence is necessary. If the student is unable to complete the course, official withdrawal is required by the drop date June 30, 2012. Withdrawing from the course is a formal procedure, which YOU as the student must initiate; the instructor cannot do it for you.

FINANCIAL AID STATEMENT
Students who are receiving any form of financial aid should check with the Financial Aid Office prior to withdrawing from classes. Withdrawals may affect your eligibility to receive further aid and could
cause you to be in a position of repayment for the current semester. Students who fail to attend or participate are also subject to this policy.

To apply for financial aid in the DCCCD, students must complete FAFSA (Free Application for Federal Student Aid) on the web at [http://www.fafsa.ed.gov](http://www.fafsa.ed.gov)

**COUNSELING SERVICES**

Counseling services for personal issues are provided to all students currently enrolled at North Lake College. These services are provided by licensed professionals who are bound by confidentiality (within ethical parameters) at no charge. With the assistance of a counselor, students are able to identify, understand, resolve issues and develop appropriate skills. To make an appointment call 972-273-3333 or visit A 430.

**The Academic Skills Center (ASC)**

The ASC is designed to provide assistance to students in the following areas:

- Labs for students enrolled in foreign language, Developmental Reading, and ESOL courses. One-on-one tutoring is available.

- The Writing Center can help students clarify writing tasks, understand instructors’ requirements, develop and organize papers, explore revision options, detect grammar and punctuation errors, and properly use and document sources. Rather than merely editing or “fixing” papers, tutors focus on helping students develop and improve their writing skills.

- The Online Writing Lab (OWL) allows students to submit papers to our writing tutors electronically and get feedback within 24-72 hours. The OWL can be accessed through eCampus. After logging on to eCampus, click on the Community Tab at the top. Type “Owl” in the search field and click “Go.” Next, click on the double drop-down arrows next to “NLC-OWL2,” and then click on “Enroll.” Once enrolled, students can receive services from the OWL.

For more information or to schedule a tutoring appointment, come by A-332 or call 972-273-3089.

**EMERGENCY RESPONSE PROCEDURES:**

Should you require assistance from the North Lake College Police Department for vehicle assistance, or one of the many other services provided by the North Lake College Police Department, please dial 9-1-1 on any campus telephone. Dialing 9-1-1 will enable the dispatcher to see the number you are utilizing. By dialing 9-1-1 from a campus phone, the Central Communications Center will answer your call and dispatch a police officer, the campus nurse, fire department, to your location. The dispatcher will still verify the location you are calling from to ensure assistance is sent to the right location. When using an off campus telephone or cell phone, dial 972-860-4290 and your call will be answered by the Central Communications Center. DO NOT USE THIS NUMBER IF YOU ARE CALLING FROM A CAMPUS PHONE.

**NONDISCRIMINATION STATEMENT**

Educational opportunities are offered by the Dallas County Community College District without regard to race, color, age, national origin, religion, sex, disability or sexual orientation.

**ELIMINATION OF GRADE MAILERS**

The printing and mailing of grades at the close of each semester has been eliminated. You may retrieve your grades on-line at [http://econnect.dcccd.edu](http://econnect.dcccd.edu), or through the telephone system at (972) 613-1818. You may also obtain your grades by using the computer lab (K-307), the NLC library or by requesting free official academic transcripts at the Admissions Office (A-405).

**COMMUNICATIONS (Phone / E-mail Response Policy**

Messages left will be returned within 24 hours after the next class meeting. E-mails received from 8
am to 2pm, Monday through Friday will be answered within 24 hours. E-mails received after 2pm on Fridays, weekends and holidays will be answered on the next class day. Please identify yourself properly by your full name as it appears on the records, class / time in all correspondence.

**INSTRUCTORS RIGHT TO AMEND SYLLABUS**
The instructor reserves the right to amend this syllabus as deemed necessary.

**Exemplary Educational Objectives**

Economics 2302, as part of the Core Curriculum satisfies the following Exemplary Educational Objectives in Economics set forth by the Texas Higher Education Coordinating Board.

1. To employ the appropriate methods, technologies, and data that social and behavioral scientist use to investigate the human condition.
2. To examine social institutions and processes across a range of historical periods, social structures, and cultures.
3. To use and critique alternative explanatory systems or theories.
4. To develop and communicate alternative explanations or solutions for contemporary social issues.
5. To analyze the effects of historical, social, political, economic cultural and global forces on the area under study.
6. To understand the evolution and current role of the U.S. in the world economy.
7. To differentiate and analyze historical evidence (documentary and statistical) and differing points of view.
8. To recognize and apply reasonable criteria in for the acceptability of historical evidence and social research.
9. To analyze, critically assess, and develop creative solutions to public policy problems.
10. To recognize and assume one’s responsibility as a citizen in a democratic society by learning to think for oneself, by engaging in public discourse, and by obtaining information through the news media and other appropriate sources about politics and public policy.

**Core Curriculum Intellectual Competencies**

This course reinforces 5 of the 6 Core Curriculum Intellectual Competencies defined by the Texas Higher Education Coordinating Board. The CCI’s identified by the DCCCD which are reinforced by MICRO ECONOMICS are as follows:
1. **READING:** the ability to analyze and interpret a variety of printed materials—above the 12th grade level.
2. **WRITING:** the ability to produce clear, correct and coherent prose adapted to purpose, occasion and audience—above the 12th grade level.
3. **LISTENING:** to analyze and interpret various forms of spoken communications, possess sufficient literacy skills of writing and reading—above the 12th grade level.
4. **CRITICAL THINKING:** to think and analyze at a critical level.
5. **COMPUTER LITERACY:** to understand our technological society, use computer based technology in communications, problem solving, and acquiring information.

**LEARNING ACTIVITIES, OUTCOMES, AND ASSESSMENT** *(Addendum)*

MICRO ECONOMICS (Econ 2302)

**Learning Outcomes cont.** students should be able to:

1. Understand and apply the basic Principles of Economics: Scarcity & Choice in economic decision making.
2. Discuss and illustrate the market forces of demand and supply.
3. Demonstrate the ability to measure changes in some of the market economic variables using elasticity / the demand and supply model.
4. Understand and demonstrate how the allocations of resources affect economic wellbeing.
   a. Employ the demand and supply model to develop consumer surplus and Producers as a measure of welfare and market efficiency.
   b. Discuss and demonstrate the role and effects of government intervention (for example taxation)
5. Explain the international trade - applying the concepts from previous outcomes 3&4.
6. Discuss costs of production, develop cost curves on which the firm’s behavior is analyzed in four different market structures.
   Will be included in Final Exam
7. Explain how and why the government can improve market Outcomes and the effects on the market/economy
8. Analyze the market for factors of production, and explain the variations in wages / the role of the government in redistribution of income.
<table>
<thead>
<tr>
<th><strong>Learning Activity</strong></th>
<th><strong>Learning Outcomes</strong></th>
<th><strong>Assessment</strong></th>
<th><strong>EEO’s &amp; CCIC’s</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>With given information, be able to apply the concept of elasticity. <strong>News Analysis</strong> Determine the elasticity of a product. Show the effects of taxation. Explain both graphical and quantitative illustrations of the impact of changes in supply and demand on equilibrium price and quantities.</td>
<td>#1-5, 7 Students will be able to demonstrate an understanding of how inefficiency of resources affects choices.</td>
<td>Online Assignments, News analysis, Graphs, Quantitative illustrations and explanation, Problem sets, Test: MC</td>
<td>EEO: 1,3,4,8,9, CCIC: 1-4</td>
</tr>
<tr>
<td><strong>Market structure: Project 1</strong> Students are to identify at least two of the four markets discussed based on their characteristics/products. Assignment helps student to relate and identify the concept of market structure to the real world. Illustrate how a monopoly market determines profit maximizing level of output and price. <strong>Theory of competition</strong></td>
<td># 6,7 Students will be able to relate to real world examples. Identify and compare at least two markets based on their characteristics for example price, products and profit determination. Students should be able to derive and determine the firms supply curves, production decisions in the short run and long run.</td>
<td>online assignments, Real world examples of market structure, Project/paper (see rubric), Problem sets, Test: MC, Graphs, Online assignments, Test MC</td>
<td>EEO 1,3,4,10, CCIC 1-4</td>
</tr>
<tr>
<td>News analysis: Discuss how the government can sometimes improve the market outcome and the effects of such actions. <strong>News Analysis</strong> Externalities, public goods, common resources and natural monopolies</td>
<td>#1-8 Students will be able to analyze the primary causes of market inefficiencies by comparing pricing and output strategies and their implication to profit maximization and optimal resource allocation.</td>
<td>Online Assignments, Test: MC, graphical &amp; numeric questions, Problem sets Online assessment, Videos, Tests: MC, graphical and numeric questions. Test: MC</td>
<td>EEO:1-5,7-10, CCIC: 1-5</td>
</tr>
<tr>
<td><strong>News Analysis</strong> Externalities, public goods, common resources and natural monopolies</td>
<td>#1,2,3,5,7,8 Obj.1-7 #3,4,7,8 Students will be able to</td>
<td></td>
<td>EEO: 2 3,5,6,8,9,10, CCIC: 1-5</td>
</tr>
</tbody>
</table>
demonstrate an understanding of how market inefficiencies affect the economic well-being of consumers and producers.

### Equilibrium Price & Quantity Experiment
Examine the role of buyer or seller, and price in a market.

- **#13,5,6,8** Students will be able to demonstrate an understanding of the market mechanism of demand and supply and the role of price.
- **Online simulation.**
  - Discuss and test understanding of the results from experiment.
  - Problem sets
  - Graphing exercises
  - EEO: 2,-4,8-10
  - CCIC:1-4

### Discuss Poverty and Income Distribution
Identify a poor country and discuss the economic implications of its poverty. Identify the causes, policies that might be beneficial and why?

- **#1,4,7,8**
  - Students will be able to choose and evaluate policies and theories used to solve microeconomic problems.
- **Assignment**
  - News analysis/Internet Test: MC
  - Problem set
  - EEO: 4,5,6,9,10
  - CCIC:1-4

---

### 2302 (SLO) Activities

**GROUP ACTIVITY-Elasticity**

1. Students are asked to go to these selected local stores: Walmart, Kroger, and Fiesta to find the prices of the following items: (5pts.)
   - 1. Salt
   - 2. Cereal
   - 3. Steak
   - 4. Dijon mustard
   - 5. Wooden no.2 pencil

   Based on what you learned in this class about degrees of elasticity and the factors that determine demand elasticity.

2. Rank these items from most to least elastic (5pts)

3. Justify your ranking (10 pts.)
Grading Rubric- Field Research –Elasticity Group Project

<table>
<thead>
<tr>
<th>Category</th>
<th>Below Proficient</th>
<th>Proficient</th>
<th>Above Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teamwork</td>
<td>No evidence of teamwork (0 pts)</td>
<td>Some evidence of teamwork; mostly individual effort (2 pts)</td>
<td>Evidence of Teamwork; group worked cohesively (5 pts)</td>
</tr>
<tr>
<td>Time Management</td>
<td>Submitted after assignment deadline (0 pts)</td>
<td>Submitted with the assignment deadline (5 pts)</td>
<td>Submitted within the assignment deadline (5 pts)</td>
</tr>
<tr>
<td>Ethical Implication</td>
<td>No demonstration of awareness (0 pts)</td>
<td>Partially aware of ethical implications; some group integrity (4 pts)</td>
<td>Fully aware of ethical implications; complete group integrity (5 pts)</td>
</tr>
<tr>
<td>Economic Reasoning</td>
<td>No application (0 pts)</td>
<td>Partial application; minor errors (8 pts)</td>
<td>Full application; no errors and logically consistent (10 pts)</td>
</tr>
<tr>
<td>Total Points</td>
<td>0 pts</td>
<td>19 pts</td>
<td>25 pts</td>
</tr>
</tbody>
</table>

ACTIVITY Writing Assignment

Given the following products Dr pepper, french fries, Sensodyne tooth paste, cigarettes, fresh peanuts sold at the dallas farmers market, gasoline, tennis ball rackets, milk and US first class mail:
1. State which product(s) falls into the following market structure using the market structure characteristics discussed in class (10pts.)
   a. Perfect competition
   b. Monopoly
   c. Monopolistic Competition
   d. Oligopoly

2. In which market is entry and exit most likely to occur? Explain (5pts.)
3. Given your answer in #2 name other firm(s) that participate(s) in this market. Explain (5pts.)
4. The prisoner’s dilemma falls into which one of these markets – Explain (5pts.)