

ECON 2010-013 – Principles of Microeconomics

Course Information

Instructor:	Daniel Ossa	Pre-requisites:	None
Email:	daniel.ossa@utah.edu	Semester:	Spring 2022
Time:	Tuesdays 6:00pm - 9:00pm	Place:	GC 2560

Course Summary

Principles of Microeconomics presents the fundamental tools of analysis for understanding economic decision making among individuals, firms, and organizations, whose collective decisions determine how resources are allocated in a capitalist economy. Students will engage with the basic analytic tools of modeling and critical thinking. The tools presented include supply and demand analysis, theories of consumer and producer behavior, analysis of competition and market power, and their application to social welfare and public policy.

Econ 2010 is a 3-credit introductory course designated Social/Behavioral Science Exploration. The course does not assume any prior training in the field of economics and requires only basic algebra skills.

Course Objectives

By the end of this course, students will be able to:

- Understand the role of markets in modern society
- Build and manipulate the basic microeconomic model of supply and demand
- Apply and interpret the economic logic of basic models of some contemporary public policy issues
- Identify the properties of competitive markets and those with market power

Required Materials

Goodwin, Neva, Jonathan M. Harris, Julie A. Nelson, Pratistha Joshi Rajkarnikar, Brian Roach, and Mariano Torras. *Microeconomics in Context, Fourth Edition*. New York: Routledge, 2019.

The textbook is available through the University's inclusive access program which offers discounted text access for those students who are willing to use a digital textbook through the Canvas course site. You may opt in to or out of inclusive access using the 'bookshelf' tab in the Canvas course page

menu on screen left and using the instructions available in the file titled ‘Access the textbook.’ You may also opt out at the link <https://portal.verba.io/utah/login>.

Tentative Course Outline:

11. Jan	Orientation & Chapter 0	15. Mar	Chapter 11
18. Jan	Chapters 1 & 2	22. Mar	Chapter 12
25. Jan	Chapter 6	29. Mar	Chapter 13
01. Feb	Chapter 3	05. Apr	Chapter 15
08. Feb	Chapter 4	12. Apr	Chapter 16
15. Feb	Chapter 5	19. Apr	Chapter 17
22. Feb	Review Session	26. Apr	Review Session
01. Mar	Midterm Exam	03. May	Final Exam

The midterm exam will be held on March 1st. **The final exam** will be held on May 3rd.

Evaluation and Grading

Semester Grading Scheme

Quizzes: 40%

Midterm exam: 30%

Final exam: 30%

Assignments

All assignments are intended to help you master the material, prepare for exams, and improve the quality of in-class discussions. Any assignment in this course may include a combination of multiple choice, short answer/essay questions, and analytical/graphical analysis. All graded assignments must be written in complete sentences.

Please note: exams will often be posted under the ‘quiz’ function on Canvas. This designation does not change the assignment category of exams – quiz is simply the only modality on Canvas that allows for electronic grading.

Quizzes: They will be made available on Canvas and will close before the start of each class session. The quiz will test your understanding of the material covered over the module, and often require you to identify key concepts from the reading for the following module. These quizzes usually consist of 10-12 multiple choice questions.

Exams: The midterm exam will be held on Tuesday March 1st at class time. The final exam will be held on Tuesday May 3rd at class time. The final exam is not cumulative.

Exams will not be proctored and can be taken from your home computer using the resources available to you including the textbook, power point slides, video lectures, and your notes. All students must complete the exam independently – no collaboration is allowed during the exam period.

Exams will be timed - once you have opened the exam page you will have 80 minutes to complete the test. You must study for the exam in order to complete it in the time available.

University of Utah Grading Scale

A	100%–94%	A-	93.9%–90%		
B+	89.9%–87%	B	86.9%–84%	B-	83.9%–80%
C+	79.9%–77%	C	76.9–74%	C-	73.9%–70%
D+	69.9%–67%	D	66.9%–64%	D-	63.9%–60%
E	59.9%–0%				

Late Assignments and Exam Policy

The due dates on quizzes are intended to help you stay on track in the course and identify questions about the core concepts before the class moves on. Please note due dates and work each week to keep up with the course.

Late exams will not be accepted without an excuse from the University or a medical professional.

Content Accommodations

The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.

Institutional Policies

All students and instructors are expected to adhere to the following university policies:

The Americans with Disabilities Act

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Accommodation Policy (see Section Q): <http://regulations.utah.edu/academics/6-100.php>

University Safety Statement

The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message.

For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu (Links to an external site.).

Addressing Sexual Misconduct

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

Drop/Withdrawal

Students may drop a course within the first two weeks of a given semester without any penalties. Students may officially withdraw (W) from a class or all classes after the drop deadline through the midpoint of a course. A "W" grade is recorded on the transcript and appropriate tuition/fees are assessed. The grade "W" is not used in calculating the student's GPA. See the [Academic Calendar](#) for the last day to withdraw from term, first and second session classes.

Deadlines for courses with irregular start and end dates policy:

<https://registrar.utah.edu/handbook/miscellaneous.php>

Plagiarism/Cheating

It is assumed that all work submitted to your instructor is your own work. When you have used

ideas of others, you must properly indicate that you have done so. Plagiarism and cheating are serious offenses and may be punished by failure on an individual assignment, and/or failure in the course. Academic misconduct, according to the University of Utah Student Code, “*includes, but is not limited to, cheating, misrepresenting one’s work, inappropriately collaborating, plagiarism, and fabrication or falsification of information...It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct.*”

For detailed definitions and possible sanctions, see the Student Code:

<http://regulations.utah.edu/academics/6-400.php>

Wellness Statement

Your personal health and wellness are essential to your success as a student. Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student’s ability to succeed and thrive in this course and at the University of Utah. Please speak with the instructor or TA before issues become problems.

For helpful resources, contact the Center for Student Wellness at www.wellness.utah.edu or 801-581-7776.

Veterans Support Center

The Veterans Support Center is a “one stop shop” for student veterans to find services, support, advocacy, and camaraderie. They are located in the Park Building Room 201.

You can visit their website for more information about their services and support at:

<http://veteranscenter.utah.edu>

LGBT Resource Center

The University of Utah has an LGBT Resource Center on campus. They are located in Room 409 of the Olpin Union Building. Hours: M-F 8-5pm.

You can visit their website to find more information about the support they can offer, a list of events through the center and links to additional resources: <http://lgbt.utah.edu>.

Learners of English as an Additional/Second Language

If you are an English language learner, please be aware of several resources on campus that will support you with your language and writing development.

These resources include:

Writing Center (<http://writingcenter.utah.edu>)

Writing Program (<http://writing-program.utah.edu>)

English Language Institute (<http://continue.utah.edu/eli>)

About the U

As the only institution in the state classified in the highest research category (R1), at the University of Utah you will have access to state-of-the-art research facilities and be able to be part of the knowledge creation process. You will have the opportunity to do research of your own with faculty who are leading experts in their field, engaging in programs that match your research interests. Further, you will interact with and often take classes with graduate students that provide an advanced understanding of the knowledge in your field.

Syllabus Changes

This syllabus is meant to serve as an outline and guide for our course. Please note that I may modify it with reasonable notice to you. I may also modify the Course Schedule to accommodate the needs of our class. Any changes will be posted to Canvas under **Announcements**.