

ECON 2213 MICROECONOMICS (i50)
INSTRUCTOR: SASHA ARCHEY

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Email is the quickest and best way to reach me ~ sarchey@se.edu. You can also reach me via my cell phone. My personal cell phone is 870-584-9418. You may text me anytime, just identify yourself in your initial text. My cell reception (for phone calls) is spotty at my house, (Hochatown) but I receive texts and emails easily, and I usually respond very quickly.

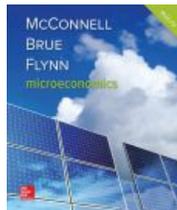
CATALOG DESCRIPTION

The *Principles of Microeconomics* introduces beginning economics students to the principals needed to understand the basic economizing problems, the role of supply and demand, various economic systems, specific economic issues, and the economic policies available to deal with these issues. For more information, you may find this course, ECON 2213, in the following list of course descriptions: http://degrees.se.edu/course-descriptions/crsinv_web1719.pdf

COURSE CONDUCT

Course Materials:

Textbook: McConnell, Brue, and Flynn, *Microeconomics 21st Edition*, MCG Publishing.
ISBN: 9781259915727. Sources of information for the course will come from the text and outside readings. Assignments will include problems related to chapter concepts and Internet activities. A picture of the textbook is shown below, and can also be found by entering your course on the SE Bookstore website: goo.gl/jRh3v0 (This is a shortened web address for the SE Bookstore.)



Student Code of Conduct:

All participants in this course are bound by the University of Code of Conduct, found at: <http://www.se.edu/dept/student-life/files/2009/10/student-handbook.pdf>

COURSE OBJECTIVES

After completion of this course you should be able to gain a full understanding of Microeconomics by completing general coursework, following instructions, reading and studying your textbook, completing assignments, and doing Internet research over topics found in the text and the discussion forum. In the discussion forum you will be interacting with other students, doing online research, and relating terms found in your book to real world situations. Other objectives will be met through case studies, exams and quizzes. All of the objectives set below should be met by utilizing the above listed criteria.

1. Describe the functions of prices in allocating resources and rationing commodities in a market economy.
2. Predict the resource supplying and product demanding behavior of households under various market structures.
3. Predict the resource demanding and product supplying behavior of businesses under various market structures.
4. Formulate reasoned opinions on public policy actions which affect allocative efficiency and the distribution of income.
5. Understand market structure and functioning.
6. Differentiate between cost and supply relationships.
7. Identify and understand consumer behavior and demand theory.
8. Calculate and understand product and resource pricing and revenue and profit relationships.
9. Formulate reasoned opinions on International specialization and trade.
10. Predict price levels resulting from supply side and demand side economic forces
11. Form opinions on matters of public economic policy that are independent, informed, and well-reasoned.
12. Analyze the allocative and rationing functions of market prices.

GENERAL EDUCATION GOALS AND LEARNER OUTCOMES:

The goal of the social and political institutions component of general education is to promote an understanding of the forces that have influenced the development of social, governmental, political, and/or economic institutions. Students will demonstrate the ability to:

ALIGNMENT TABLE – COURSE OBJECTIVES AND LEARNING ACTIVITIES

| OBJECTIVES | EXAMS 1-3 | ASSIGNMENTS | QUIZZES | DISCUSSIONS | BONUSES |
|---|----------------------|--------------------|----------------|--------------------|----------------|
| Describe the functions of prices in allocating resources and rationing commodities in a market economy. | X | X | | X | X |
| Predict the resource supplying and product demanding behavior of households under various market structures. | X | X | | | |
| Predict the resource demanding and product supplying behavior of businesses under various market structures. | X | X | X | | |
| Formulate reasoned opinions on public policy actions which affect allocative efficiency and the distribution of income. | X | X | | X | |
| Understand market structure and functioning. | X | X | | | |
| Differentiate between cost and supply relationships. | X | X | | X | |
| Identify and understand consumer behavior and demand | X | X | X | X | X |

| | | | | | |
|---|---|---|---|---|--|
| theory. | | | | | |
| Calculate and understand product and resource pricing and revenue and profit relationships. | X | X | | X | |
| Formulate reasoned opinions on International specialization and trade. | X | X | X | X | |
| Predict price levels resulting from supply side and demand side economic forces. | X | X | | | |
| Form opinions on matters of public economic policy that are independent, informed, and well-reasoned. | | X | X | X | |
| Analyze the allocative and rationing functions of market prices. | X | X | | X | |

COUNSELING CENTER

Any student experiencing mental or emotional issues who desires free, confidential, clinical counseling is encouraged to contact the SE Counseling Center at (580) 745-2988 to schedule an appointment during normal working hours Monday-Friday, 8:00AM to 5:00PM. For after-hours mental health emergencies, please call SE Campus Police at (580) 745-2911 or the Mental Health Crisis Hotline at 1-(800) 522-1090.

DISABILITY ACCOMMODATIONS

Any student needing special accommodations due to a disability should contact Michael Davis, J.D. at the Office of Compliance and Safety, Administration Building, Suite 311 or call (580) 745-3090 (TDD# 745-2704). It is the responsibility of each student who anticipates or experiences barriers to their academic experience to make an official request for disability related accommodations in a timely manner.

EQUITY and NON-DISCRIMINATION STATEMENT

Southeastern Oklahoma State University, in compliance with all applicable federal and state laws and regulations, does not discriminate on the basis of race, color, religion, national origin, sex, age, disability, sexual orientation, gender identity, or status as a veteran in any of its policies, practices, procedures, or programs. This includes, but is not limited to: admissions, employment, financial aid, and educational services. Inquiries regarding non-discrimination and equity policies may be directed to: Michael Davis, Director of Compliance and Safety & Title IX Coordinator, (580) 745-3090, or mdavis@se.edu.

EVALUATION AND GRADING

| Assignments | Point Value | Grading Scale |
|-----------------------------|-------------|---|
| Chapter Assignments (14@20) | 280 | 90 – 100% = A |
| Chapter Quizzes (14@10) | 140 | 80 – 89% = B |
| Discussion Board (14@20) | 280 | 70 – 79 % = C 60 - 69% = D |
| Exam 1 | 150 | 0 – 59% = F |
| Exam 2 | 150 | |
| Exam 3 (Final) | 150 | |
| | | POINT VALUE |
| Student Introduction | 10 | 1200-1080 = A |
| Syllabus Quiz/Assignment | 40 | 1079-960 = B |
| Total | 1200 | 959-840 = C 839-720 = D Below 720 = F |

COURSE WORK

****Please note that on all coursework you are expected to use proper grammar, spelling, punctuation, capitalization, sentence structure, and professional business language. Yes, this is an Economics class, not an English class, but proper writing style is critical in any professional job or position.****

(1) Chapter Assignments (14 @ 20 points each) – There are 14 chapter assignments. These assignments are posted on the Blackboard website under the assignments link and in your weekly folder. Each assignment will be a short answer question or questions. I expect your answers to be thorough and demonstrate your knowledge and application of the subject discussed in the chapter. **DO NOT** attach files such as a Word document to the assignment in Blackboard. **DO NOT put your answer in the feedback or comments section.** Under the assignment, click the link that says “write post/submission” (or something to that effect) and post your answer in the space provided. **Failure to comply with these instructions will result in an automatic loss of 10 points.** Grades are as follows; 18-20 points = A, 16-17 points = B, 14-15 points = C, 12-13 points = D, below 12 points is failing and an F. See the rubrics section for your performance evaluation.

(2) Discussion Board (14 topics @ 20 points each) – Initially, you will submit a student introduction on the discussion board. It is worth 10 points. You simply tell the class a little about yourself, such as your major, hobbies, any personal info you want to include, etc. It simply lets the class and I know a little about you since we don’t meet face to face. You may reply to each other and interact, but it is not required on the Student Introduction like it is on the other discussion posts. Discussion topics will be posted on the Blackboard website for class discussion. Your participation in the discussion is mandatory and part of your grade. Open class discussion is an important and significant part of an online course. While class discussion, whether online or face to face, can be characterized by free flowing conversation, there are identifiable characteristics that distinguish exemplary contributions to

class discussion from those of lesser quality. The criteria found in the rubric below will be used to assess the quality of your initial postings and responses to the postings and comments of colleagues during class discussion. Initial postings are your comments based on the prompt. Responses to others are your replies to your peers' initial postings. You will receive up to 10 points for your initial post, and up to 10 more points for your follow up post to another student. These 2 posts are worth a total of 20 points. **You MUST do an initial post in response to the prompt using your OWN thoughts and ideas, and you must do a follow up post by responding to one of your peers' posts to receive full credit on the Discussion Board. This is a total of at least 2 posts per discussion; your initial, and your follow up to another student.** Grades are as follows; 18-20 points is an A, 16-17 points is a B, 14-15 points is a C, 12-13 points is a D, and 12 points or below is an F. See the rubrics section for your performance evaluation.

(3) Chapter Quizzes (14 @ 10 points each) – There is a quiz due for each of the 14 chapters we cover. You will take the quiz on the blackboard site for each chapter and submit it through the blackboard site by the due date listed in the due date schedule. 9-10 points is an A, 8 points is a B, 7 points is a C, 6 points is a D, and below 5 points is an F.

(4) Syllabus Quiz (1 quiz @ 40 points) – Each semester, I have several students who just will not read the syllabus. Everything you need to know about this class is contained in this syllabus. In order to encourage more participation in reading the syllabus, as well as helping students better understand how to submit their work, since every aspect of coursework submission is covered in this syllabus, I have implemented a syllabus quiz. If you read the syllabus, you should have no problems completing the quiz and should have very few complications during the course of this class regarding coursework submission, due dates, etc. You must do this quiz by the due date regardless of your book situation since a book is not needed to take this quiz, only your syllabus is needed. No exceptions for lateness on this quiz, period.

(5) Exam 1 (150 points) – Your first exam will cover Chapters 1-3 and Chapter 6 in your textbook. This is an open book exam and will be taken through the blackboard website by the due date listed on the due date schedule and in Blackboard. 150-135 points is an A, 134-120 points is a B, 119-105 is a C, 104-90 points is a D, and below 90 points is an F.

(6) Exam 2 (150 points) – The second exam will cover Chapters 4, 7, 9, and 10 in your textbook. This is an open book exam and will be taken through the blackboard website by the due date listed on the due date schedule and in Blackboard. 150-135 points is an A, 134-120 points is a B, 119-105 is a C, 104-90 points is a D, and below 90 points is an F.

(7) Exam 3 (Final Exam ~ 150 points) – This is your final exam and it is not comprehensive; it will focus on Chapters 11-16 in your textbook. It may, however, reference material covered in previous chapters. This is an open book exam and will be taken through the blackboard website by the due date listed on the due date schedule and in Blackboard. 150-135 points is an A, 134-120 points is a B, 119-105 is a C, 104-90 points is a D, and below 90 points is an F.

COURSE EXPECTATIONS/CLARIFICATIONS

In every course, there are certain expectations regarding how much time you spend working on this course, and due to the nature of this course, there are specific guidelines to follow. This is a very condensed course, so you should expect the workload to be quite demanding. This class is divided into 7 weeks of coursework, but the amount of material we cover in this course is the same amount that would be covered in the duration of a full semester.

Definition of a week: Each week will begin at 12:00am Monday and will end at 11:59pm Sunday. This will be the time frame for which students will be expected to work within a given week's folder. All assignments will be due by 11:59pm on the day it is due, and the last assignment each week will be due on Sunday by 11:59pm. All of the due date times will be based on the time zone of the institution: Central Standard Time.

Work Load: The amount of time you will spend in each course will vary from class to class, largely depending on prior education and experience with the topic of the class. I have an approximate time expectation listed each week in this course, but individually, you may spend more or less time on any given item depending on your reading speed and retention and comprehension of the of the subject matter presented. It is roughly estimated that you will spend an average of 12-15 hours per week in this particular course.

EXTRA CREDIT OPPORTUNITIES

15 extra credit opportunities worth 10 points each will be made available throughout the semester to those who choose to participate. Students must be current with all assignments in order to participate in extra credit opportunities. At the end of the semester, your extra credit will be added to your final score. Please note that I will manually add your bonus points to your point total at the end of the semester; the bonus points are not included in the "Total Points" column in the gradebook on Blackboard. These bonuses will range from odd and fun facts about general topics, to basic Microeconomic questions, as well as higher level Microeconomic information. All answers can be found using your textbook as well as online sources.

GRADING RUBRICS

ASSIGNMENT RUBRIC

1) **Chapter Assignments (14 @ 20 points each)** – The instructions for completing these are listed above under the COURSE WORK section.

| | 4 | 3 | 2 | 1 |
|--------------------------------|---|---|--|--|
| CRITERIA | EXEMPLARY | GREAT | ACCEPTABLE | UNACCEPTABLE |
| Submission | Assignment submitted early and in the correct format. | Assignment submitted on time by 5:00pm and correctly formatted. | Assignment submitted on date due with minor format errors. | Assignment submitted after date due with significant formatting errors. |
| Complete | Assignment fully responds to the question and includes all required elements. | Assignment fully responds to the question and includes most of the required elements. | Assignment partially responds to the question or is missing some required elements. | Assignment fails to respond to the question and is missing all or most of the required elements. |
| Application of Course Concepts | Assignment shows a full application of the concepts from the current and previous chapters. | Assignment shows an adequate application of the concepts from the current and previous chapters with only minor errors. | Assignment shows some application of course concepts from the current and previous chapters, but has room for improvement. | Assignment fails to convey an adequate application of the concepts from the current and previous chapters and does not show an understanding of course material. |
| Neatness/Spelling/ Grammar | No errors in spelling/grammar, and is presented very clearly and professionally. | Very few errors in spelling/grammar, and is presented clearly and professionally. | Some errors in spelling/grammar, and lacks clarity and professionalism. | Numerous errors in spelling/grammar, and is presented in a hasty and unprofessional manner. |
| GRADE | 18-20 points | 16-17 points | 14-15 points | 13 points & below |

DISCUSSION BOARD RUBRIC

2) **Discussion Board (14 @ 20 points each)** – The instructions for completing these are listed above under the COURSE WORK section.

| | 4 | 3 | 2 | 1 |
|-------------------------------------|--|---|--|--|
| CRITERIA | EXEMPLARY | GREAT | ACCEPTABLE | UNACCEPTABLE |
| Participation | Encourages and facilitates interaction among members of the online community. | Responds to other members of the online community. | Rarely interacts or responds to other members of the online community. | Responds to the discussion facilitator only. |
| Quality of information | Information clearly relates to the main topic and adds new concepts & information. It includes several supporting details and/or examples. | Information clearly relates to the main topic. It provides at least 1 supporting detail or example. | Information clearly relates to the main topic. No details and/or examples are given. | Information has little or nothing to do with main topic or simply restates the main concept. |
| Critical Thinking | Enhances the critical thinking process consistently through premise reflection and difference questioning of self or others. | Critical thinking and premise reflection is demonstrated in discussion by the individual only. | Responds to question but does not engage in premise reflection. | Does not respond to questions posted by the facilitator. |
| Quality of writing and proofreading | Both professional vocabulary and writing style are used consistently | Both professional vocabulary and writing style are used frequently | Both professional vocabulary and writing style are used occasionally throughout the | Professional vocabulary and writing style are not used |

| | | | | |
|--------------|----------------------------|----------------------------|---------------------|------------------------------|
| | throughout the discussion. | throughout the discussion. | discussion. | |
| GRADE | 18-20 points | 16-17 points | 14-15 points | 13 points & below |

ATTENDANCE AND MAKE-UP POLICY

Attendance:

There are no standard requirements for attendance in this class since it is an online class, but it does require active participation. You should log in to Blackboard every day during the 7 weeks of this course. There will be a schedule posted, but updates to the schedule and additional information may be necessary during the course of this class. If you do not log in, you are oblivious to these changes. Just as in a standard class setting, updated announcements take precedence over syllabus and schedule postings. Missing an announcement and deferring to the schedule or syllabus will not be a legitimate excuse. You are required to continually monitor your email and Blackboard since these are the primary tools for communication in this class. You must check your **school email address**; this is the one I use for any correspondence. If you email me through Blackboard, by default it uses your school email address, so my response will be sent to your school email address. If you send me an email from a personal email account, my response will go to that email address. Regardless, you must check your school email regularly because when I send emails to the entire class, or you personally, I go through Blackboard.

University Policy on attendance:

The Registrar's office defines attendance in online and blended classes as:

*Stopped Attending = Students who were participating online but have stopped submitting any assignments, etc. without contacting/making arrangements with the instructor.

*Never Attended = Students who never accessed Blackboard to view the course or never completed any assignments that were due for the course. Statistics Tracking in Blackboard will be utilized in part for determining teacher candidates' accessing of Blackboard.

*Excessive Absences = Students who have submitted some work but are infrequent in their participation or late on assignments, leading to a failing grade.

Regular and routine participation is required to be "in attendance" for the course. This includes regularly logging in, turning in homework by required dates/times, and participating in discussion boards. Seven (7) consecutive days of non-participation will result in your access being disabled without warning. Participation, or lack thereof, may also affect your financial aid. Remember, Blackboard automatically tracks and records every click once you log into a Blackboard course. Blackboard administrators can see if and when you logged on, the date and time of day you logged on, and what you accessed once you logged in to the course.

Make-Up Policy:

Coursework may be made up only in extenuating circumstances, and must be approved by the instructor. 10 points will be deducted from the total possible points for each day after the date the assignment/test is not made up. **I will only accept late work without penalization in extreme circumstances. If you submit late work without receiving my approval of your extenuating circumstances, you will receive a deduction of 10 points per day the coursework is late.** While I do understand all types of issues arise during a semester, such as family problems, sick children, accidents, and sometimes even deaths of loved ones, too many times students have used excuses such as these to get out of meeting a deadline. Therefore, I may ask for proof/documentation of your circumstance. Please do not take it personally, I have found most students are telling the truth, but sadly, because of the select few that try to manipulate the system and play on the emotions of their instructors, you may be asked for some type of documented proof concerning the unsettling situation you face, which is usually very easy to obtain if you are being truthful, and the missed work is allowed to be turned in late without penalization. When you receive approval to turn in late coursework, I will give you a time frame in which it needs to be completed and submitted, and if that deadline is also missed, then you have lost your chance to make up any missed coursework. If your issue involves an event you can foresee, such as a funeral (the death may be unexpected, but you usually know the funeral date in advance) or if there is some type of surgery or medical procedure that has to be performed, (unless it is an emergency situation) then you usually know the date of the procedure in advance. Please do not wait to contact me until a few days after the coursework deadline has passed, because you are very unlikely to get approval for turning in late work.

CONTACT INFORMATION

You may contact me via email at sarchey@se.edu. I check my email multiple times daily and will get back to you within 24 hours. All emails are delivered to my iPhone, so I will usually respond very quickly, usually much quicker than 24 hours. You may also text me at 870-584-9418, just make sure you tell me who you are and what class you're in when you first text me so I know with whom I'm corresponding. I do prefer email if it concerns issues about your coursework, simply because I need a record of the conversation, and going back and forth between texts and emails gets confusing.

IMPORTANT DATES / SEMESTER CALENDAR

Please refer to the semester calendar for important dates such as drop/add deadlines, holidays, and graduation application deadlines. It can be found by clicking the link below.

<http://www.se.edu/dept/registrar/calendar/>

OTHER INFORMATION

As a college adult, it is your responsibility to do your work in a manner that will reflect the grade you wish to make for the course. Do not contact me at the end of the semester to say, "What can I do for extra credit to improve my grade?" Your grade will be reflected in the level of effort and learning you demonstrated throughout the semester. I encourage you to watch your grades closely and frequently. Early in the semester is the time to make adjustments to your study behavior or make an appointment with your advisor, if needed. Read the syllabus requirements, read your assigned texts, and research the topics. Study and ask questions in the discussion forums to your fellow students or to me via email. In order to gain knowledge from our course, it is up to you to delve deeply into the subjects. Learning is more than just making a grade.

VIDEO/WEB CONFERENCING

This course may use video conferencing as a tool. This includes live/virtual class sessions in which student behavior and dress should mimic that of a traditional classroom setting. It could also include individual meetings with an instructor in which a student's behavior and dress should mimic that of an office setting. As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

Your instructor is required to manage a positive learning environment and thus will not tolerate inappropriate conduct in the course. All students are expected to maintain a professional demeanor and respect the presence and opinions of fellow students, and any guest participants. During video conferencing, please be mindful of your location and the people and objects that appear in the background. Please be aware that events and objects in your background may serve as a distraction to other learners and the instructor. The instructor has the right to ask you to adjust your camera or to disconnect you from the meeting if they perceive a distraction. If an instructor views or hears an incident during a video conference that violates the University Code of Conduct, they are required to report the incident to the Vice-President for Student Affairs.

LOST/CORRUPT/DISAPPEARED FILES

It is a good idea to keep/save a copy of every project/assignment on an external disk or personal computer (in the event there is an assignment I ask for in document form; currently none of the assignments should be submitted as a file). All current assignments must be submitted by typing your answer directly into Blackboard in the provided space, however, it isn't a bad idea to create a Word or Excel file as a backup should your work not post due to a failure of some kind. In the event of any kind of failure (e.g., Blackboard server crash or virus infection, students' own computer crashes, loss of files in cyberspace, etc.) or any contradictions/problems, I may/will request you to resubmit the files. In other words, if you submit an assignment to me on Blackboard, and I either do not receive it (lost in cyberspace) or it is corrupt when I open it, it is incumbent upon you to resend it to me, corrected, with little or no "downtime" in regard to the timeline for submission.

NETIQUETTE

Netiquette simply put means Internet etiquette. The rules vary from community to community, but the following link can give you guidelines on how to be respectful to your fellow classmates during blackboard discussions:

<http://www.education.com/reference/article/netiquette-rules-behavior-internet/>

PLAGIARISM

Academic Integrity Policy: Southeastern's student conduct code, found in the *Student Handbook*, specifically prohibits "cheating, plagiarism, or other forms of academic dishonesty." Students are expected to do their own assignments and to discourage the sharing/cheating of work. Plagiarism (the use of another's work and claiming it as one's own) is not tolerated and could result in serious consequences. **The first offense will result in a zero for the assignment, the second offense results in a zero for the class and removal from the course.** Consequences and procedures are outlined in the *Student Handbook*. For further clarification on plagiarism, please refer to the following website:

<http://owl.english.purdue.edu/owl/resource/589/01/>

PERSONAL RESPONSIBILITY

It is your responsibility to stay in contact with me during the semester if you are having problems or need help. If I don't know what is going on, I can't work with you. You need to continually monitor Blackboard and your email no less than twice a week to stay current on any information that may be posted, or bonus opportunities that arise, as well as interacting with your fellow students via the Discussion Board on Blackboard. I hope you have an enjoyable semester!