

This syllabus is a living document. The faculty member reserves the right to update and change the syllabus as the term and class progress so that the goals and objectives of the course can be met.

**Instructor:**

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Office hours: Monday, Wednesday and Friday 10-10:50pm and by appointment

**Blackboard:** Please visit the course blackboard site at <https://blackboard.missouri.edu/> immediately to familiarize yourself with the contents of the course and with all the materials available for study. It is your responsibility to make sure you are aware of these course requirements and course due dates, which are all posted to the blackboard calendar. Please visit the [econhelpdesk](#) and one of our TAs immediately if you still have questions.

**Econhelpdesk:** In order to ensure that it is easy and convenient for students to seek help with this course we have established an econhelpdesk. This help desk is accessible via phone (**573-882-6263**), via walk-in (**room 1A West Professional Building, in the basement**) or via blackboard (go to the discussion board section of the blackboard page). All of our graduate student teaching assistants will take turns with the econhelpdesk. The help desk schedule for phone-ins and walk-ins is posted to blackboard. The discussion board questions should always be answered within 24 hours. Please contact me or the head TA immediately if your discussion board question is not answered by the help desk within 24 hours.

**Textbook:** We will be using N. Gregory Mankiw's [Principles of Microeconomics](#) for our course textbook which comes with a custom reader and online Aplia materials. These can be purchased bundled together directly from the University bookstore.

**Course Description and Rationale:** This course is an introduction to economic reasoning at the microeconomic level. This means we will be concerned with decision making on the part of individuals – individual consumers, individual firms and individual markets. The purpose of this course is to prepare you to better understand how the economy works so that you can make better decisions on both a personal and social level. For example, we want you to understand all the costs and benefits of any decision you make (for example, should you rent or own? should you further your education or get a job?) so that you make the best decisions for you and your family. We also want you to understand the news so that you can make good voting decisions. You must understand how taxes and subsidies impact the economy when voting on a new tax issue. You must understand how price controls impact the economy when voting on an increase in the

minimum wage. You must also understand how trade restrictions impact you as a consumer when voting on trade protections for American car producers or sugar producers. The hope is that by the end of this course you will be able to use some of the simplest microeconomic models to help you better understand the world and the economy around you.

**Expectations:** Many students find their first course in economics to be challenging. Partly this is because they let themselves be scared into doing poorly. To do well you have to have confidence in your ability to learn and remain calm and take these economic models we will be using one step at a time. Another problem students have with their first course in economics is that they have never had an analytical problem-solving course before. This is not a course where you can memorize, cram at the last minute and do well on an exam. Economics is like mathematical word problems. You will be given a situation in paragraph form (For example, I might tell you that the U.S. government has recently been promoting the use of fuels made from corn and ask you to predict the impact of this policy on American consumers, on American corn farmers, on American cattle producers and on world-wide hunger.) and you will need to use the simple economic models to figure out how to analyze the situation and predict the likely outcomes. For this you need to become very comfortable with using the economic models and this means practicing with these models over and over again on a daily basis. You absolutely cannot wait until the last minute to cram and expect to do well. We do not want you to simply memorize what we think is right so that you can parrot these answers back to us; we are trying to give you the tools to make your own decisions about what is right or wrong in the world. I realize this makes economics a harder course than most, but hopefully, also a more valuable course in the end.

**Course Goals:** After completing the entire course, you should be able to:

1. Use cost-benefit analysis in the decision-making process.
2. Use the demand-and-supply model to understand how economies ration scarce resources and how government intervention can hurt our economy.
3. Use variations of the demand-and-supply model to understand how markets can sometimes fail to adequately ration scarce resources (and recognize when this market failure is likely) and how government intervention can sometimes help improve our market outcome.
4. Use the trade model to show how free trade benefits the world and how trade restrictions affect both consumers and producers.
5. Understand how firms (competitive, somewhat competitive and monopolistic) make their profit-maximizing production decisions in both the short-run and the long-run. This will involve the use of production and cost curves.

**Coursework Due This Semester:** Your grade this semester will depend on your performance in five areas – midterm exams, final exam, online quizzes, homework assignments, and online aplia assignments. All scores will be updated on blackboard following each exam. Please check your grade on WebCT and notify us within one week of score posting if you believe an error has been made in the grading of any of your course work. After one week we will not be able to guarantee any grade revisions.

All students begin the semester with 0 points and earn points by showing a mastery of the course material through course evaluative work. There will be a maximum of 400 points you may earn (excluding extra credit points). The following list explains how points can be earned.

1. Midterm Exams (150 points total)

You must complete three 30 minute in-class midterm exams throughout the semester. Each exam will cover approximately 3 chapters of material. These exams will involve problem solving/short answer/essay type questions. You must bring your student ID to take the exam. There will be one makeup midterm offered on the last day of class. Only one midterm can be made up. More than one missed midterm exam will result in a score of zero for the exam.

2. Final Exam (100 points total)

You must complete one comprehensive 100 minute final. We will contact you when the university gives us our room assignment for this exam. You must bring your student ID to take the exam. The final exam will consist of 50 multiple choice questions.

3. Online Quizzes (50 points total)

You must complete the required introductory quiz within the first two weeks of class before you will be allowed to continue with the course. After that, you must complete at least 4 of the remaining online quizzes through the course Blackboard site. Each of these quizzes will cover approximately 1-3 chapters of material and will consist of 10 multiple choice questions to be completed in 20 minutes. Quizzes are designed to help students prepare for the final exam. There will be 3 makeup online quizzes offered in the last weeks of the semester. These are offered for any missed quiz, including quizzes missed due to computer problems. It is recommended that you take the quizzes in a university computer lab to guarantee good computer access, but you are welcome to complete the quiz from any computer with reliable internet access.

4. Homework (50 points total)

You must complete 3 graded homework assignments throughout the semester. Each homework assignment will consist of problems/short answers/essays. Homework is designed to help students prepare for the midterm exams. There will be one makeup homework offered towards the end of the course. Only one assignment can be made up. More than one missed assignment will result in a score of zero for the assignment.

5. Aplia online assignments (50 points total)

You must complete 7 online assignments to be completed on the aplia web site. These assignments are designed to help you better understand how to use the economic models you will be using. The assignments are worth a total of 61 points, but the total is capped at 50, meaning you can miss up to 11 points and still have a perfect score.

Extra Credit Opportunities

You will have the opportunity to earn up to 15 extra credit points. Extra credit can be earned by attending weekly tutoring sessions with econhelpdesk attendance, by participating in several aplia online games and/or by answering student questions in the

blackboard discussion board forum. The following is a description of how this extra credit can be earned. This extra credit methodology is designed to encourage failing students to get help so they can pass the course while still allowing passing students to earn extra credit without forcing them to come in for extra help not needed.

- Attend weekly tutoring sessions with econhelpdesk visits (up to 15 points)  
This is the primary method of earning extra credit points in the class. You must attend the weekly tutoring sessions (attendance will be taken) and you must attend all class lectures and you must bring your lecture notes to the econhelpdesk at least once per week to get help from the econhelpdesk TAs. The econhelpdesk TA will record your attendance and lecture notes. You will earn 1 point for each week you meet this requirement, up to the maximum of 15 points, starting in week 2 of class.
- Participating in several Aplia games (up to 12 points)  
If you are earning a passing grade as of the week prior to a scheduled Aplia game, you can earn 4 extra credit points for participating in the game. We will post your current grade estimate in the blackboard grade book each week so that you will know whether you are eligible for the extra credit game points. You may participate in the game even if you are not eligible for the points, but you will only earn the points if you are currently earning an average of 70% for the class.
- Answer student questions on Blackboard discussion board (up to 12 points)  
If you are earning a passing grade as of the posting of questions on the discussion board, you can also earn extra credit points by giving good answers to other students' questions posting to the discussion board forum. TA's will monitor the discussion board daily to answer questions. If your answer is good, they will make a note for the grade records. If your answer is good but needs more clarification, they will provide additional clarification and you will still receive extra credit points. If your answer is wrong, they will provide clarification and correction to make sure students are always getting correct answers to their questions.

**Grade Cutoffs for Final Course Grades**

400-388	A+
388-372	A
372-360	A-
360-348	B+
348-332	B
332-320	B-
320-308	C+
308-292	C
292-280	C-
280-268	D+
268-252	D
252-240	D-

**If you Have Questions or Concerns:** Please contact the head TA, the econhelpdesk, or me if you have questions regarding the course material. I urge you to seek help immediately when you have a question since this course is a cumulative course in which a good understanding of the early material is vital to an understanding of the later material. We are here to help you and welcome your questions. If the question deals with an exam conflict or other administrative detail, please contact the head TA.

**ADA and Rehabilitation Act:** If you need accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please inform me immediately (no later than 7 days prior to the date at which accommodation is requested) at my office to make arrangements. To request academic accommodations students must also register with Disability Services: <http://disabilityservices.missouri.edu>. It is the campus office responsible for reviewing documentation provided by students requesting academic accommodations, and for accommodations planning in cooperation with students and instructors, as needed and consistent with course requirements.

**Class Etiquette:** Your instructor and fellow students wish to foster a safe learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an *idea* but you are not to attack an *individual*. Our differences, some of which are outlined in the University's nondiscrimination statement below, will add richness to this learning experience. Please consider that sarcasm and humor can be misconstrued in interactions and generate unintended disruptions. Working as a community of learners, we can build a polite and respectful course ambience.

**Academic Integrity Policy:** Academic honesty is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards academic dishonesty as an extremely serious matter, with serious consequences that range from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, or collaboration, consult the course instructor.

Academic Dishonesty includes but is not necessarily limited to the following:

- A. Cheating or knowingly assisting another student in committing an act of cheating or other academic dishonesty.
- B. Plagiarism which includes but is not necessarily limited to submitting examinations, themes, reports, drawings, laboratory notes, or other material as one's own work when such work has been prepared by another person or copied from another person.

- C. Unauthorized possession of examinations or reserve library materials, or laboratory materials or experiments, or any other similar actions.
- D. Unauthorized changing of grades or markings on an examination or in an instructor's grade book or such change of any grade report.

**Academic Integrity Pledge:** *"I strive to uphold the University values of respect, responsibility, discovery, and excellence. On my honor, I pledge that I have neither given nor received unauthorized assistance on this work."* Students are expected to adhere to this pledge on all graded work whether or not they are explicitly asked in advance to do so.

The University has specific academic dishonesty administrative [procedures](#). Although policy states that cases of academic dishonesty must be reported to the Office of the Provost for possible action, the instructor may assign a failing grade for the assignment or a failing grade for the course, or may adjust the grade as deemed appropriate. The instructor also may require the student to repeat the assignment or to perform additional assignments. In instances where academic integrity is in question, faculty, staff and students should refer to [Article VI of the Faculty Handbook](#). Article VI is also available in the [M-Book](#). Article VI provides further information regarding the process by which violations are handled and sets forth a standard of excellence in our community.

**University of Missouri-Columbia Notice of Nondiscrimination:** The University of Missouri System is an Equal Opportunity/ Affirmative Action institution and is nondiscriminatory relative to race, religion, color, national origin, sex, sexual orientation, age, disability or status as a Vietnam-era veteran. Any person having inquiries concerning the University of Missouri-Columbia's compliance with implementing Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans With Disabilities Act of 1990, or other civil rights laws should contact the Assistant Vice Chancellor, [Human Resource Services](#), University of Missouri-Columbia, 130 Heinkel Building, Columbia, Mo. 65211, (573) 882-4256, or the Assistant Secretary for Civil Rights, U.S. Department of Education.

**Intellectual Pluralism Statement:** The University community welcomes intellectual diversity and respects student rights. Students who have questions concerning the quality of instruction in this class may address concerns to either the Departmental Chair or Divisional leader or Director of the [Office of Students Rights and Responsibilities](#) (<http://osrr.missouri.edu/>). All students will have the opportunity to submit an anonymous evaluation of the instructor(s) at the end of the course.

**Grievance Policy:** Information concerning student grade appeal procedures and non-academic grievances and appeals may be found in the Student Handbook.

**Grade Estimates and Progress Evaluations:** We can only provide grade estimates and progress evaluations if you come by to see me, the head TA or one of the econhelpdesk TAs during office hours since we will need to check your grades on the computer to estimate your grade. Any of us can provide you with this estimate, so please look at the

blackboard page to find one of us with office hours that are convenient to your class schedule.