



Syllabus: *Micro*economics

ECN 232.I51 – Online

Spring 2021 – 1st Seven Weeks

Number of Credits: 3

Day/Time: Online

Dates: 6/7/2021 – 7/26/2021

Location: Online

Online Info: jetnet.jccmi.edu

Instructor: Brandon Flynn

Contact Email: FlynnBrandonJ@jccmi.edu

Contact Phone (Office): 517.990.1460

Office Location: [Click or tap here to enter text.](#)

Office Hours: [Click or tap here to enter text.](#)

Course Description:

Covers microeconomics: the market structure of firms operating in competition and monopoly, labor markets and unions, how income is distributed, current economic problems, international economics, and alternative economic systems.

Prerequisite(s):

ENG 085, ENG 090, and MAT 131 or higher.

Course Outcomes / Competencies:

 By the end of this course, Jackson College wants students to:

1. Understand how individuals, firms, and policymakers are influenced by incentives.
2. Identify the unique incentives of private property versus public (common) property and explain the broader implications for individual economic actors, policymakers, and in environmental economics.
3. Understand the concept of opportunity cost and explain how it can be used to improve decision making in a wide variety of economic applications, including consumption, investment, employment and production decisions.
4. Demonstrate how specialization based on comparative advantage leads to higher productivity and living standards in international trade, and evaluate protectionist arguments to the contrary.
5. Explain the role played by prices in providing the incentives and information needed to produce a rational economic order.
6. Distinguish between capitalist and socialist systems of economic organization and evaluate their performance using a variety of economic criteria.
7. Use supply and demand analysis to predict how businesses and consumers will respond to changing market conditions and public policies.
8. Explain the concept of price elasticity of demand and describe its major determinants. Show how differences in elasticity in different market segments can be exploited by businesses using multiple pricing strategies.
9. Identify potential causes of inefficiency in both the political and market processes, and explain their implications for public policy.
10. Given relevant data on a producer's output and production costs, derive measures of fixed cost, variable cost, and marginal cost, and explain how these concepts influence the pricing and employment decisions in both the short run and the long run.
11. Describe the nature and sources of economic profit (as distinct from accounting profit) and identify conditions under which the search for profit contributes to the general welfare.
12. Distinguish between various market structures such as monopoly, pure competition, monopolistic competition, and oligopoly, and explain how these structures affect business strategy.
13. Explain how worker preferences, market structure, labor regulations, taxation, and collective bargaining influence wages, employment, and income inequality.

General Education Outcomes:

- GEO 5: Understanding human behavior and social systems, and the principles which govern them. [GEO 5 Core Rubric](#)

Textbook(s) Required:

1. ***Economics: Public and Private Choice***, 16th Edition 2018, Author: Gwartney, ISBN-13: 9781305506725

*Note: using Gwartney's stand-alone *Microeconomics: Public and Private Choice* text is acceptable, but be advised that the chapter numbers are different. Also, if you wish to use an older edition of either Gwartney's combined *Economics* text or stand-alone *Microeconomics* text, the 15th and 14th editions are acceptable.

2. ***Economics of Public Issues***, 20th Edition, Author(s): Miller, Benjamin, North. ISBN-13: 978-0134531984

Textbook Zero! each of the required texts are available in both paper and digital formats.

Follett Access:

- Please [review the cost of your required materials](#) to determine the best option for you to purchase your materials.
- For more information on the Follett ACCESS Program, you can view the [view the frequently asked questions](#).
- If after reviewing the costs, you choose to opt out, you may do so here: www.iccm.edu/optout. Please note your opt out selection is for your entire semester schedule. You cannot opt out and opt in to individual courses. And you must opt out by the due date for your first class.

If you have questions about materials, please contact the Jackson College Follett bookstore at jackson@bkstr.com. For account billing questions, please contact the Jackson College Cashier at jccashier@iccm.edu.

Other Resources / Materials:

- **Web Access:** it is the **student's responsibility** to have access to a *working* computer with internet access for the homework activities. Please make sure your computer is able to access Microsoft Word documents, PowerPoint presentations, PDF files, Jackson College's JetNet website, YouTube, and other web-based content. **Note that all JC students may download Microsoft Office 365 for free.**
- **Economics In One Lesson** by Henry Hazlitt. Multiple versions of book, including audio editions, are available online for **free** and can be downloaded from sites like Mises.org and FEE.org. You may purchase a hard copy of the book if you wish (ISBN# 9780517548233). We will not read the entire book in this class – only a few chapters.

Course Information & Expectations

- ✓ **Format:** This course will be highly interactive; combining lectures, video clips, classroom discussions, take home assignments, textbook readings, handouts, in-class group assignments, online activities, and tests/quizzes to accommodate different learning styles.
- ✓ **Practices:** This course is Asynchronous. This means you will be responsible for all weekly content online via Jetnet.
- ✓ **Use Your JC Email:** Email is the best way for me to communicate with students outside of class. Please use and regularly check your Jackson College email for important information and updates regarding this course or Jackson College more broadly (such as school closings or important dates). When you email me, be sure to **include your course and section number in the subject line** (ex: ECN 231.XX). Due to FERPA regulations, I will only respond to course-related emails that come from your Jackson College email account. Please do not send me course-related emails from your personal email accounts, such as Gmail.
- ✓ **Student Conduct and Attendance:** As an asynchronous course, attendance is monitored by the assignments turned in weekly.

Evaluation Methods & Grading Scale:

Method/Activity	% of Grade
Homework & Assignments	40%
Quizzes	40%
Cumulative Final Exam	20%
TOTAL	100%

Grading Scale (% of total)			
4.0	94-100%	2.0	72-77%
3.5	89-93%	1.5	66-71%
3.0	84-88%	1.0	60-65%
2.5	78-83%	0.5	55-59%

Description of Graded Activities:

- **Homework & Assignments:** Homework assignments are designed to reinforce the course content and to help students gauge their understanding of testable materials. A thorough completion of all homework assignments will dramatically increase the likelihood of success in this course. Online homework assignments (*Homework Problems* and *Discussion Boards*) are **due prior to the close of each weekly module** (unless otherwise noted). The following types of assignments will be given within this course:
 - **Homework Problems:** *Homework Problem* sets are designed to mimic the content and format of quizzes and exams. Thus, students should make completing and studying the *Homework Problem* set for each unit a top priority. It is okay to collaborate with other students on these assignments, but remember that exams are taken individually.
 - **Readings & Videos:** Periodically I will assign readings or videos to reinforce the conceptual elements of the course content. You may be asked to complete and submit a study guide, discussion questions, participate in a class discussion, or be prepared to take a short quiz over the materials.
 - **Online Discussion Boards:** Students will participate in online discussions forums. Detailed instructions and grading criteria are provided later in this syllabus.
- **Quizzes:** You will be given quizzes regularly Online.
- **Exams:** Exams cover multiple chapters or modules. The format of each exam will be similar to that of the preceding chapter quizzes or *Homework Problem* sets.

Attendance Policy

For online sections

Just as in a traditional classroom course, regular class participation and keeping up on the reading and assignments is strongly correlated with survival in college. It is my recommendation that you plan to do your assignments and take your exams BEFORE the last day they are due. If problems occur, there is time to fix them before the deadline.

In compliance with Federal Title IV funding requirements, as well as college initiatives, I will be monitoring student participation on a regular basis and officially reporting student activity throughout the term to assure compliance with college policy and federal regulations. It is imperative that you log in to the course and actively participate within the first couple of days of the term to validate your enrollment in the course. After that, **not actively participating in class may result in you being withdrawn from the course**. Being withdrawn from a course can have an impact on financial aid, billing, athletic eligibility, and housing status. As a college student you are responsible for how your participation impacts your academic progress; the accountability lies with you.

Late & Makeup Policies

Late Policy: All online coursework is due at the conclusion of each weekly module (unless otherwise noted). Please clarify any critical questions with the instructor before an assignment is due. **Late work may be**

submitted for 10% less each day homework is turned in late up to a max of 5 days (50%). After the 5th day, I will no longer accept it. For example: If an assignment is due on Friday the 5th, the assignment will be worth a maximum of 90% the following day, 80% the next day and so on until the 6th late day where it is worth 0%. For late online assignments, you must email requesting that I reopen and then regrade your assignment. In your initial email, please include your course and section number (ex: ECN 231.XX) and name the specific assignment(s) you want reopened (as they appear in the gradebook). Once you complete late assignment(s), you must then send a follow-up email to notify me of the late submissions and would like me to manually regrade them (again, please ensure you list the names of each assignment as it appears in the gradebook). If a student fails to follow these specific instructions, they will not be given credit. No late assignments will be accepted during the last week of class.

Academic Honesty Policy

Academic integrity is an important value at Jackson College. A student guilty of cheating or plagiarism will receive a grade of zero on the assignment or test in question and may face additional disciplinary consequences as outlined by the college's Academic Honesty Policy <https://www.jccmi.edu/wp-content/uploads/1004.pdf>. Students giving and receiving assistance in any unauthorized fashion during an assessment subject themselves to this policy.

Academic Honesty is defined as ethical behavior that includes student production of their own work and not representing others' work as their own, by cheating or by helping others to do so.

Plagiarism is defined as the failure to give credit for the use of material from outside sources. Plagiarism includes but is not limited to:

- Submitting other's work as your own
- Using data, illustrations, pictures, quotations, or paraphrases from other sources without adequate documentation
- Reusing significant, identical or nearly identical portions of one's own prior work without acknowledging that one is doing so or without citing this original work (self-plagiarism)

Cheating is defined as obtaining answers/material from an outside source without authorization. Cheating includes, but is not limited to:

- Plagiarizing in any form
- Using notes/books/electronic material without authorization
- Copying
- Submitting others' work as your own or submitting your work for others
- Altering graded work
- Falsifying data
- Exhibiting other behaviors generally considered unethical
- Allowing your work to be submitted by others

Accessibility

Jackson College understands that cultivating a broadly diverse community is crucial to our educational mission and to our foundational commitment to leadership and service. Jackson College is fully committed to ensuring our courses are accessible to everyone including those with disabilities. We are currently working to increase accessibility and usability of our course materials in order to meet or exceed the requirements of Section 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1991 and Web Content Accessibility Guidelines (WCAG) 2.0. For more information about Jackson College's efforts to ensure accessibility please visit the [Jackson College accessibility web page](#).

If you have an accessibility need in any of our classes please e-mail the Center for Student Success at JCCSS@jccmi.edu or visit the [Center for Student Success web page](#).

At the Center for Student Success (CSS), we are committed to providing all students the opportunity to achieve academic success by providing a variety of support services free of charge to Jackson College students. This includes, but is not limited to, peer and faculty tutoring, mental health referral, temporary assistance with transportation, various workshops/seminars, and the TRIO program.

In addition, the CSS staff is committed to adapting the College's general services to meet the individual needs of otherwise qualified students with disabilities, for the purpose of providing equal access to all programs and facilities.

Help & Support Services

Many students struggle in economics, but with a little help, any student can succeed. I am always happy to help you, but you must ask!

Available learning services or opportunities for students seeking help with their course work. May include information about tutors, learning centers, reserved library materials, counseling services.

Academic Advising

It is important to contact a Center for Student Success professional prior to the start of the semester in order to receive accommodations in a timely manner. While we will make every effort to coordinate accommodations in a timely manner, failure to self-identify prior to the start of the semester may delay notification to instructors and timeliness of acquiring accommodations. Accommodations do not automatically carry over to the next semester. Please e-mail JCCSS@jccmi.edu or visit the [Accommodations for Students with Disabilities](#) web page

Discussion Board Expectations:

Three posts/ replies will be required for each DB Assignment and must be submitted in the online Discussion Board (note: some weeks will have multiple assignments). For each assignment, A). one post should be a reply to the instructor's question (60% of grade, due by 11:59pm Friday evening EST – two days prior to the full assignment due date) and, B). two replies should provide feedback on other students' posts/replies (40% of grade, due by 11:59pm Monday EST). The quality of student posts will affect grades. See criteria below for details.

Online class discussions and written assignments will be graded according to the criteria described in the outline and descriptions below. *In order to expedite the grading process, you will receive most of your work submission feedback via the numbered checklist in the grade forum.*

Overview: All Discussion Board assignments must meet the following expectations:

Initial Post/Response

- Answer instructor's question(s) with a **2-3 paragraph** response per each Discussion Board.
- Utilize proper grammar, tone, and stylistics (professional writing style).
- **Add value** to class discussions by using clear and accurate economic reasoning and real-life examples.
- Due Friday by 11:59pm EST (**or two days prior to the full assignment due date**).

Comments to Student Posts

- Post **two comments/responses** directed at any of the posts of others (**one paragraph each**).
- Post at least one comment on a different day than the date of your initial post.
- Enrich discussions with meaningful feedback (**no fluff**) while challenging posts that contain broken thinking or faulty economic reasoning (remember that your contributions will drive the quality of the discussions – you are encouraged to engage other students in a friendly debate when their posts contain errors in reasoning).
- Due by 11:59pm EST Sunday (**unless otherwise noted**).

For clarification regarding the above requirements, see “detailed” description and checklist below.

Discussion Board Rules, Expectations, and Grade Criteria (detailed - for the lawyers in the class):

Full credit will be given to students whose posts meet the following criteria:

- a) Volume/Length/Stylistics: Your response to the instructor's initial question(s) must meet a minimum length requirement of 2-3 paragraphs per assignment (note: one paragraph = 5-8 quality sentences). For each of your two replies to other student posts, you must meet a minimum length of one paragraph. Students are expected to utilize proper grammar, spelling, formatting, and take care to ensure that delivery is coherent. Posts and replies must be professional and respectful in content and tone, written with appropriate stylistics; not in text or instant message form.
- b) Timeliness: Students must participate/post in discussions over a minimum of two different days throughout the week or they will incur a 20% grade reduction. This rule is designed to keep the back-and-forth going between classmates and to prevent discussions from going stale. You may respond to other students' posts until 11:59pm **Sunday EST**, but you must respond to the instructor's initial post/questions by **Friday 11:59pm EST**. Note: if you do not want to be doing homework all weekend, take the time to get it done during the week!
- c) Comprehension, Classroom Enrichment, & Economic Way of Thinking: Students must **demonstrate learning comprehension** by thoroughly answering DB questions and supporting their responses using course content and economic reasoning. A unique contribution that enriches classroom discussions should be put forth which introduces new ideas, insights, or real-life examples. All posts should add value to the learning experience of others by stimulating meaningful discussions, building upon the contributions of others, challenging flawed economic thinking, and offering unique insights for others to consider. To receive full credit on these assignments, students must make substantial contributions to discussions that are clear, relevant and accurate. Surface, vague, weak, or superficial responses will be marked down. Here are a few tips and common pitfalls to avoid:
 - Say something that adds value to the discussion – no “fluff.”
 - Ensure that each post contains content-oriented substance that enriches class discussions and moves the discussions forward.
 - Base your discussion posts primarily on the assigned materials, rather than going to the web and trying to find the “right answer” on an external website (external sources are okay, provided you first thoroughly examine the assigned materials).
 - When commenting, state the name of the person you are addressing in your discussion board comments.
 - Focus on the substance of a students’ post and avoid evaluating how well other students write or articulate their ideas.
 - Avoid making shallow statements that resemble the following: “so true!”, “great post!”, or “I agree...” followed by repeating someone else’s work. Make sure you actually say something.
- d) Academic Honesty: All Discussion Board posts must reflect the students’ own work and writing. COPY AND PASTE ANSWERS FROM OTHER SOURCES WILL ALWAYS RECEIVE A ZERO. However, short quotations from another source are acceptable, provided you give proper credit (formal citations are not necessary, just tell us the source and provide a link if possible).

Checklist: Common Reasons for DB Point Deductions (see corresponding letter above for more detail).

- 1) **Missing** one or more posts (A).
- 2) Insufficient **length** in one or more posts (A).
- 3) Lacks appropriate **writing** stylistics, tone, or formatting (A).
- 4) All posts submitted on the **same day** - always deduct 20% (B).
- 5) **Late** - posting any of the three required posts after the deadline (B).
- 6) **Incomplete** response - does not answer all or part of the selected question (s) asked by the instructor (C).
- 7) Does not demonstrate **comprehension** of key course themes/ ideas - unclear, surface, or superficial content (C).
- 8) Does not exhibit the **economic way of thinking** – lacks sound economic analysis or critical thinking (C).

9) **Cut and pasted** answers - always zero credit (D).

*Use the checklist to interpret your grade.

Calendar:

This schedule (as well as any item in this syllabus) may be revised at the instructor's discretion. Please regularly check JetNet and your Jackson College email account for important updates.

Week	Topic(s)	Activities, Assignments, Due Dates, & Notes
Week 1 1/11-1/17	Introduction to course Syllabus Seven Principles Ch. 1: <i>The Economic Approach</i>	
Week 2 1/18 -1/24	Ch. 2: <i>Some Tools of the Economist</i>	
Week 3 1/25 - 1/31	Continue Ch. 3: <i>Demand, Supply, & the Market Process</i>	
Week 4 2/1 – 2/7	Continue Ch. 4: <i>Demand & Supply: Applications & Extensions</i>	
Week 5 2/8 - 2/14	Ch. 21: <i>Costs and the Supply of Goods</i> Ch. 22: <i>Price Takers and the Competitive Process</i>	
Week 6 2/15 - 2/21	Ch. 23: <i>Price-Searchers with Low Entry Barriers</i> Ch. 24: <i>Price-Searchers with High Entry Barriers</i>	
Week 7 2/22 - 2/28	Ch. 25 & 26: <i>The Supply and Demand for Productive Resources & Earnings, Productivity, and the Job Market</i>	Final Exam

In addition to this syllabus, please refer to the Jackson College Academic Calendar and Campus Policy Manual