

Department of Economics
ECON 306-801: Intermediate Microeconomics

Sayorn Chin

Spring 2022

E-mail: Sayorn.Chin@ColoState.edu

Web: <https://canvas.colostate.edu>

Online Office Hours on Canvas Chat: T & F 3–4:30 PM MST

Class Hours: Online

Course Description

This course builds on your knowledge of microeconomics from Principles of Microeconomics. This class takes the concepts from the introductory course and extends them, analyzing competitive and noncompetitive markets with respect to their efficiency. It takes the general models you learned in Principles and builds mathematical models which represent the decisions of consumers, producers and workers.

Course Objectives

Upon completion of the course, students should be able to:

1. Develop mathematical models to explain economic decision-making.
2. Explain the process of resource allocation within a market, and understand how the structure of a specific market will impact this allocation.
3. Illustrate how government intervention may improve or degrade the functioning of markets.
4. Understand how these tools may be used in a real world context.

Course Prerequisites

ECON 202 [Principles of Microeconomics] or AREC 202 [Agricultural and Resource Economics]; and Calculus [i.e., MATH 141 (Calculus in Management Sciences), or MATH 155 (Calculus for Biological Scientists I), or MATH 160 (Calculus for Physical Scientists I)], or equivalent from another institution. These are enforced.

Course Required Materials

- REQUIRED: CHOOSE 1 OF 2. The first option is a paper copy of the book with MyEconLab access, and the second is just MyEconLab access, which comes with an online e-text for the duration of the course.
 1. Microeconomics (looseleaf)-w/MyEconLab; Author: Pindyck & Rubinfeld; Edition: 9th; ISBN: 9780134643175.
 2. Microeconomics-MyEconLab; Author: Pindyck & Rubinfeld; Edition: 9th; ISBN: 9780134143071.
- Supplemental readings and other materials will be provided on Canvas, via the CSU Library electronic reserve, or by links to websites.

Technology Requirements

The technology requirements for this online course are listed below:

- Hardware
 1. A Windows or Macintosh computer with at least 2 GB of RAM and a fast, reliable broadband Internet connection (e.g., cable, DSL).
 2. Recommended computer monitor and laptop screen size be 13-inches or larger for optimum visibility of course material.
 3. Computer speakers or headphones to listen to recorded content.
 4. Enough space on your computer for 1) install the required and recommended software and, 2) save your course assignments.
- Software (see **recommendation from CSU**)
 1. Adobe Acrobat Reader (**free download**)
 2. Flash Player (**free download**)
 3. Microsoft Office (**free download**)

Instructional Methodology and Delivery

This course is delivered via distance education format using the CSU Canvas system. This format will use a combination of readings, online discussion, and other web-based sources. You will interact with the instructor and other students using the communication functions provided by Canvas. You will submit assignments in accordance with the course schedule using Canvas. **It is extremely important that you regularly check your CSU email including your Canvas message as it is our main form of communication through Canvas.**

Course presentation and procedures

This course has 16 modules, and one module will be released on Monday each week throughout the semester. Modules will be comprised of readings from the course texts, supplemental class notes, graded discussion questions, problem sets, instructions related to policy analyses to help you prepare for the exams, and various outside sources of information such as additional readings and video content. A detailed description of the course schedule and due dates is provided separately.

Online classes

Online education requires skills and habits that may be less essential in traditional courses. Specifically, consistent reading and communication is essential to being successful in this course! As an instructor, I need to be able to communicate class information to you, but I also need you to communicate any feedback in return. For example, if you are struggling on a particular section or assignment, I encourage you to talk to me. Given the nature of the class, assigned readings are extremely important.

Online course attendance

This course is conducted entirely online. You should expect to be online at least 3 times per week. The modules will guide you through the week's readings, lecture notes, short lecture videos, supplemental materials, quizzes, and discussion posts. **I recommend complete all the required readings, watch lecture videos, review lecture notes, and attempt the practice math exercises before taking the quiz and problem set for each week.** Access each module as soon as possible and expect to work on them throughout the week! This course is flexible in the sense that you can finish the materials on the days that work for you, but it must be completed by the due date.

Course Evaluation and Grading

As a student enrolled in this course, one of your responsibilities is to submit course work by the due dates listed in the Schedule. With that said, I take my role as your instructor very seriously, and, in fact, I care about how well you do in this course and that you have a satisfying, rewarding experience. It is my commitment to you to respond individually to the work you submit in this class and to return your work in a timely manner. If, however, due to unforeseeable circumstances, the grading of your work takes longer than expected, I will keep you informed of my progress and make every effort to return your work with feedback as soon as I can! The total grade for this course is 800 points. Course grades will be determined by the completion of the assignments as shown below:

Assignment	Frequency	Points Per Assignment	Grade Points	Grade Percentage
Discussions	4	25	100	12.5%
Problem Sets	14	10	140	17.5%
MEL Quizzes	13	20	260	32.5%
Midterm Exam	1	140	140	17.5%
Final Exam	1	160	160	20%
Total			800	100%

Grade	Percentage Grade	Equivalent Points
A+	98 – 100	784 and above
A	92 – 97.99	736 – 783
A–	90 – 91.99	720 – 735
B+	88 – 89.99	704 – 719
B	82 – 87.99	656 – 703
B–	80 – 81.99	640 – 655
C+	78 – 79.99	624 – 639
C	70 – 77.99	560 – 623
D	60 – 69.99	80 – 559
F	0 – 59.99	below 480

Course Assignments

1. **Discussions [100 points]** To remain engaged with the course material and other students in the course, we will have 4 discussion posts that you will be required to complete. Detailed instructions will be posted on canvas for each discussion assignment. Each post must be 1 to 2 paragraphs in order to be considered for the week's discussion credit. Your comments/questions should be respectful and considerate. Please complete these in a timely manner, as this will help foster discussion! Your grade on the discussion posts will be determined by its content, organization, and spelling and grammar.
2. **Problem Sets [140 points]** The problem sets will be a series of problems using MyEconLab that we will have covered during the week. You will have two attempts on each problem set, the highest grade being the one recorded. The problem sets are open book and open notes. These problems are in the format of what you will see on the exam, so it is important to complete these and ask questions as necessary! **Problem Sets are always due on Sunday by 11:59 PM MST.**
3. **MEL Quizzes [260 points]** There will be 14 quizzes completed using MyEconLab (MEL). The quizzes are open book and open notes. You will have two attempts on each quiz, the highest grade being the one recorded. These quizzes are graded, and your lowest 1 quiz grade will be dropped from your final grade. **Quizzes are always due on Sunday by 11:59 PM MST.**
4. **Exams [300 points]** There will be 2 exams. The exams will contain material from the textbook, the Canvas modules, and quiz material from MyEconLab. None of the exams are cumulative. These exams are to be taken individually. Both exams will be open book

and open notes. There will be a more detailed study guide with specific sections of the chapters to focus on which I will create before the exams and post on canvas. Exams will be given through MyEconLab and must be completed by the respective due date. Be sure to take the exam somewhere that you will not be interrupted and that has a reliable internet connection. You will have 120 minutes to complete each exam.

Expectations of Instructor

Below is an example of a weekly schedule that students are expected to be engaged in the course, including both instructional time (reviewing lectures) and other time engaged with the course materials.

Activity	Contact Hours Per Week
Reading	2.5
Lecture Videos & Other Supplemental Materials	2.0
Discussions	0.5
Weekly Quizzes	1.0
Weekly Problem Sets	1.0
Preparation for Exams	1.0
Total	8.0

Late Work Policy

It is your responsibility to turn in each assignment on the required date. All assignments turned in after the scheduled due date will be recorded as zero. If there is a personal emergency or a conflict with turning in an assignment, please try to communicate with me **BEFORE THE ASSIGNMENT IS DUE WITH VALID DOCUMENT. I WILL NOT ACCEPT ANY NOTES AFTER THE REQUIRED DUE DATE.** There will be NO make-up exams. If you must unexpectedly miss an exam, you must present evidence of a medical or family emergencies.

Course Withdrawal Policy

Any student who wishes to withdraw from the course must submit a request directly to the **Office of Registra**.

Canvas Information and Technical Support

Canvas is where course content, grades, and communication will reside for this course.

- Login: <http://canvas.colostate.edu>
- Support: <https://canvas.colostate.edu/support>

For passwords or any other computer-related technical support, contact the **Central IT Technical Support** Help Desk.

- Phone Number: (970) 491-7276
- Email: help@colostate.edu

The **Technical Requirements** page identifies the browsers, operating systems, and plugins that work best with Canvas. If you are new to Canvas, quickly review the Canvas Student Orientation materials.

Academic Integrity and CSU Honor Pledge

This course will adhere to the CSU **Academic Integrity/Misconduct** policy as found in the General Catalog and the **Student Conduct Code**. Academic integrity lies at the core of our common goal: to create an intellectually honest and rigorous community. Because academic integrity, and the personal and social integrity of which academic integrity is an integral part, is so central to our mission as students, teachers, scholars, and citizens, I will ask that you affirm the CSU Honor Pledge as part of completing your work in this course.

Universal Design for Learning/Accommodation of Needs

I am committed to the principle of universal learning. This means that our virtual spaces, our practices, and our interactions be as inclusive as possible. Mutual respect, civility, and the ability to listen and observe others carefully are crucial to universal learning. If you are a student who will need accommodations in this class, please contact me to discuss your individual needs. Any accommodation must be discussed in a timely manner. A verifying memo from **The Student Disability Center** may be required before any accommodation is provided. The Student Disability Center [SDC] has the authority to verify and confirm the eligibility of students with disabilities for the majority of accommodations. While some accommodations may be provided by other departments, a student is not automatically eligible for those accommodations unless their disability can be verified and the need for the accommodation confirmed, either through SDC or through acceptable means defined by the particular department. Faculty and staff may consult with the SDC staff whenever there is doubt as to the appropriateness of an accommodative request by a student with a disability. The goal of SDC is to normalize disability as part of the culture of diversity at Colorado State University. The characteristic of having a disability simply provides the basis of the support that is available to students. The goal is to ensure students with disabilities have the opportunity to be as successful as they have the capability to be. Support and services are offered to student with functional limitations due to visual, hearing, learning, or mobility disabilities as well as to students who have specific physical or mental health conditions due to epilepsy, diabetes, asthma, AIDS, psychiatric diagnoses, etc. Students who are temporarily disabled are also eligible for support and assistance. Any student who is enrolled at CSU, and who self-identifies with SDC as having a disability, is eligible for support from SDC. Specific accommodations are determined individually for each student and must be supported by appropriate documentation and/or evaluation of needs consistent with a particular type of disability. SDC reserves the right to ask for any appropriate documentation of disability in order to determine a student's eligibility for accommodations as well as in support for specific accommodative requests. The accommodative process begins once a student meets with an accommodations specialist in the SDC.

Third-Party Tools/Privacy

Please note that this course requires you to use third-party tools [tools outside of the Canvas learning management system], such as Zoom and others. Some of these tools may collect and share information about their users. Because your privacy is important, you are encouraged to consult the privacy policies for any third-party tools in this course so that you are aware of how your personal information is collected, used and shared.

Copyrighted Course Materials

Please do not share material from this course in online, print, or other media. Course material is the property of the instructor who developed the course. Materials authored by third parties and used in the course are also subject to copyright protections. Posting course materials on external sites [commercial or not] violates both copyright law and the CSU **Student Conduct Code**. Students who share course content without the instructor's express permission, including

Undocumented Student Support

Any CSU student who faces challenges or hardships due to their legal status in the United States and believes that it may impact their academic performance in this course is encouraged to visit **Student Support Services for Undocumented, DACA & ASSET** for resources and support. Additionally, only if you feel comfortable, please notify your professor so they may pass along any additional resources they may possess.

Title IX/Interpersonal Violence

For the full statement regarding role and responsibilities about reporting harassment, sexual harassment, sexual misconduct, domestic violence, dating violence, stalking, and the retaliation policy please go to: **Title IX – Sexual Assault, Sexual Violence, Sexual Harassment**. If you feel that your rights have been compromised at CSU, several resources are available to assist:

- Student Resolution Center, 200 Lory Student Center, (970) 491-7165
- Office of Equal Opportunity, 101 Student Services, (970) 491-5836

A note about interpersonal violence: If you or someone you know has experienced sexual assault, relationship violence and/or stalking, know that you are not alone. As instructors, we are required by law to notify university officials about disclosures related to interpersonal violence. Confidential victim advocates are available 24 hours a day, 365 days a year to provide support related to the emotional, physical, physiological and legal aftermath of interpersonal violence. Contact the Victim Assistance Team at: (970) 492-4242.

Religious Observances

CSU does not discriminate on the basis of religion. Reasonable accommodation should be made to allow individuals to observe their established religious holidays. Students seeking an ex-

emption from attending class or completing assigned course work for a religious holiday will need to fill out the **Religious Accommodation Request Form** and turn it in to the Division of Student Affairs, located on the second level of the Administration building. Once turned in, the Division of Student Affairs will review the request and contact the student accordingly. If approved, the student will receive a memo from the Dean of Students to give to their professor or course instructor. Students are asked to turn in the request forms as soon as the conflict is noticed. Similarly, unanticipated conflicts requiring a religious observance, such as a death in the family, can also be reviewed.

Diversity and Inclusion

The **Mission, Vision, and Focus** webpage of the Vice President for Diversity includes a comprehensive statement of CSU's commitment to diversity and inclusion.

CSU Principle of Community

- **Inclusion:** We create and nurture inclusive environments and welcome, value and affirm all members of our community, including their various identities, skills, ideas, talents and
- **Integrity:** We are accountable for our actions and will act ethically and honestly in all our interactions.
- **Respect:** We honor the inherent dignity of all people within an environment where we are committed to freedom of expression, critical discourse, and the advancement of knowledge.
- **Service:** We are responsible, individually and collectively, to give of our time, talents, and resources to promote the well-being of each other and the development of our local, regional, and global communities.
- **Social Justice:** We have the right to be treated and the responsibility to treat others with fairness and equity, the duty to challenge prejudice, and to uphold the laws, policies and procedures that promote justice in all respects.

Disclaimer

All of the information in this course syllabus is subject to change when deemed necessary by the instructor. Students will be notified via postings on the class homepage if such changes occur.