**ECON 2302.001 Principles of Microeconomics**  
MWF 10:00-10:50am, McGee Building Room 116,  
Fall 2023, Face-to-Face Class

**Instructor:** Dr. Mark Scanlan  
**E-mail:** scanlanm@sfasu.edu  
**Nelson Rusche College of Business**  
**Web Sites:** [https://d2l.sfasu.edu/](https://d2l.sfasu.edu/) and [http://faculty.sfasu.edu/scanlanm/](http://faculty.sfasu.edu/scanlanm/)

**Office Phone:** 1883  
**Office Location:** 303H  
**Department:** Economics & Finance

**Office Hours:** There are 2 types of office hours:

**Face-to-Face:** I will be available for normal face-to-face office hours for students to stop in with questions. No appointment is required.
- **Mondays, Wednesdays, and Fridays** 10:50 am – 12:00 pm  
- **Tuesdays** 1:30 pm – 3:00 pm

**Online:** I am available to quickly respond to questions over email and can ZOOM during these times as needed.
- **Mondays and Wednesdays** 1:30 pm – 3:00 pm  
- **Thursdays** 1:00 pm – 3:00 pm

My schedule is very flexible, however, so if you are unable to make any of the times listed above, contact me to schedule a meeting for a time that works for you.

**Course Description:**  
An introduction to the behavioral science of economics which focuses on the behavior of individual consumers, firms, government agencies and resource owners. Topics covered include basic price theory, market allocation of resources, consumer behavior, theory of the firm, government regulation of business, and comparative economic systems.

**Text:** Greg Mankiw; *Principles of Economics* 9th Ed, South-Western. The online homework tool Mindtap/Aplia is also **required** for this course (explained in detail later).

**Grading:**

The course grade will be based on:
1. Three equally weighted exams worth 100 points each (67% of your overall grade),
2. Ten Aplia assignments worth 10 points each (22% of your overall grade),
3. Ten mini quizzes on D2L worth 4 points each (9% of your overall grade),
4. Up to 10 points for attendance (2% of your overall grade).

This gives a total of 450 available points in the class.

**Points needed to earn each letter grade**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Needed</th>
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<tbody>
<tr>
<td>A</td>
<td>At least 405 points</td>
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<tr>
<td>B</td>
<td>At least 360 points</td>
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<tr>
<td>C</td>
<td>At least 315 points</td>
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<tr>
<td>D</td>
<td>At least 270 points</td>
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<tr>
<td>F</td>
<td>Below 270 points</td>
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</tbody>
</table>
### Exams:

Exams will be held on:
- **Exam 1:** Wed. Sept. 27th
- **Exam 2:** Monday Oct. 30th
- **Exam 3:** Wed Dec 6th

Exams will be held during normal class hours.

### Final Exam:

**Final Exam:**

- **Monday Dec 11th** from 10:30am – 12:30pm

The Final Exam for the course is optional and will replace the lowest test grade achieved during the semester. This can help raise your average if you did poorly on a previous exam, but it can also lower your grade if you do poorly on the final.

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**Attendance:** To encourage engagement in the class I will reward attendance with 10 points in the course. Students are allowed 3 absences from class, without documentation, before points will be taken off for attendance. It is the student’s responsibility to inform the professor of any absences related to university events the class prior to the absence. If the student is sick and unable to attend class in person they may attend via ZOOM, with their camera turned on for the duration of the class, up to three times and still be counted as present for that day.

**D2L Assignments:** A total of 12 D2L mini quizzes/assignments will be given during the semester, with only 10 counting towards your grade. These assignments are worth 4 points each and have deadlines listed in the calendar below. Most of these assignments allow unlimited attempts with only the highest score counting towards your grade. There are exceptions to this however, so check attempts allowed on the quiz before starting.

**Asynchronous Minutes:** Each week students are expected to watch provided videos related to the content being learned in class. These videos will be posted on the front page of D2L and should be treated as part of the overall notes for the course. This means that information from the videos will show up on exams throughout the semester.

**Deadlines:** Deadlines for all assignments in the class are firm and final. These deadlines are listed in the schedule below and are not extended for any reason. To account for illnesses/power outages/deaths in the family I drop your 3 lowest scores for both D2L and Aplia assignments. These drops happen automatically, and you are not required to provide any documentation as to why you missed an assignment. The assignments are opened very early so be sure to complete them well before the due date to avoid any conflicts. If you do miss an exam due to a university excused absence please let me know so we can reschedule.

**Work Together:** I strongly encourage students to work together on homework, and when studying for exams. If you would like support in finding others to study with, please let me know and I can try to help. Remember that all work turned in for points must be your own and the use of artificial intelligence is not allowed, but working with others to learn class material and complete assignments is encouraged.
**Details on Online Homework Tool Aplia/Mindtap**

The online homework tool called Aplia/Mindtap is required for this course. It is almost impossible to pass the course without having access to this tool. The good news is that when you pay for Aplia you also get free access to the e-book for this course. If you took ECON 2301 last semester and used Aplia you will be able to use it again for this course for free, just use your same log-in information. Below are some very important points regarding Aplia, read each one carefully.

1. **Access:** You must only access Aplia through the links I provide in D2L. If you try to access it from the Cengage website directly it may lock you out of the course.

2. **Free Trial:** There is a free trial of Aplia for roughly the first two weeks of class so sign up right away. Also, try to pay for it as soon as possible since occasionally there are issues with the payment link.

3. **Homework Assignments:** A total of 13 Aplia assignments will be given with 10 counting toward your grade. This means your 3 lowest Aplia scores will be dropped.

4. **Attempts:** The Aplia assignments will allow you to have 3 attempts at each assignment with the average of these attempts counting toward your grade. we will use “Do No Harm Grading” which means your average cannot be pulled down by poor scores on your 2nd or 3rd attempts, it can only be pulled upward by higher scores.

5. **Deadlines:** The due date for each assignment is listed on the Timeline for the course. These assignments are due by midnight on these dates, however, be sure to start your assignments far in advance. Deadlines will not be moved or extended for any reason (this includes power outages, illnesses, the Aplia website crashing,…). Starting the assignment early gives you time to troubleshoot any problems that may arise. I also drop your 3 lowest Aplia assignments in case you do get sick, have internet issues, or just forget an assignment.

6. **Technical issues** – I cannot resolve any technical issues with Aplia, if you run into a problem, you can check the FAQ at the bottom of the discussion forum on D2L or contact Aplia tech support. You can email them or call at 866-994-2427. If they are slow to respond to you let me know and I can nudge them.
<table>
<thead>
<tr>
<th>Topics (Core objectives in bold):</th>
<th>Dates</th>
<th>Assignments (Due by Midnight)</th>
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<tbody>
<tr>
<td>Ch. 1 &amp; 2</td>
<td>Week 1</td>
<td>Aplia Assignment #1 (Ch 2) Due Sept 3rd</td>
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<td>Ch 3 PPF and trade</td>
<td>Week 2</td>
<td>Mini Quiz #1 on D2L Due Sept 7th Aplia Assignment #2 Due Sept 7th</td>
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<td>Ch 4 Supply and Demand</td>
<td>Week 3</td>
<td>Mini Quiz #2 on D2L Sept 17th Aplia Assignments #3 Sept 17th</td>
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<td>Ch 5 Elasticity</td>
<td>Week 4</td>
<td>Mini Quiz #3 &amp; #4 on D2L Due Sept 26th Aplia Assignment #4 Sept 26th</td>
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<td><strong>Exam 1</strong></td>
<td>Wednesday Sept 27th</td>
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<td>Ch 7 Efficiency &amp; Equity in Markets</td>
<td>Week 5</td>
<td>Mini Quiz #5 &amp; #6 on D2L Due Oct 3rd Aplia Assignment #5 Due Oct 3rd</td>
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<td>Ch 6 Government Intervention in Markets</td>
<td>Week 6</td>
<td>Mini Quiz #7 on D2L Due Oct 10th Aplia Assignment #6 Due Oct 10th</td>
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<td>Ch 8 Taxes and Markets</td>
<td>Week 7</td>
<td>Aplia Assignment #7 Due Oct 17th</td>
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<td>Ch 13 Introduction to Firm Theory and Costs</td>
<td>Week 8</td>
<td>Mini Quiz #8 on D2L Due Oct 29th Aplia Assignment #8 Due Oct 29th</td>
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<td><strong>Exam 2</strong></td>
<td>Monday Oct 30th</td>
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<td>Ch 14 Perfectly Competitive Markets</td>
<td>Week 9</td>
<td>Mini Quiz #9 on D2L Due Nov 9th Aplia Assignment #9 Due Nov 9th</td>
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<td>Ch 15 Monopoly</td>
<td>Week 10 and 11</td>
<td>Mini Quiz #10 on D2L Due Nov 16th Aplia Assignment #10 &amp; 11 Due Nov 16th</td>
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<td>Ch 16 Monopolistic Competition</td>
<td>Week 12</td>
<td>Aplia Assignment #12 Due Nov 28th</td>
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<td>Ch 17 Oligopoly</td>
<td>Week 13 and 14</td>
<td>Mini Quiz #11 and #12 on D2L Due Dec 5th Extra Credit Game Theory Due Dec 5th Aplia Assignment #13 Due Dec 5th</td>
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<td><strong>Exam 3</strong></td>
<td>Wednesday Dec 6th</td>
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<tr>
<td>Optional Final Exam</td>
<td>Monday December 11th</td>
<td>Optional Final Exam Available</td>
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<tr>
<td>Core Curriculum Objective Table Core Objective</td>
<td>Definition</td>
<td>How the Core Objective Will be Addressed.</td>
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<td>Critical Thinking Skills (CT)</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
<td>Students are taught the underlying assumptions of economic models and how to apply the models. These skills are taught through lecture and assigned readings. Students apply these skills on both exams and assignments completed outside of lecture. These assignments require students to use and interpret economic models and manipulate graphs to communicate economic ideas.</td>
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<td>Communication Skills (CS)</td>
<td>To include effective development, interpretation and expression of ideas through written, oral, and visual communication.</td>
<td>A significant component of the course is not only the development of an economic vocabulary and ability to communicate using economic terminology, but also the ability to communicate using visual representations of various economic models. These include (but are not limited to) the supply and demand model and the visual representation of welfare economics and government policy in this model, the short-run cost curves, and the visual representation of market structures such as perfect competition and monopoly. Students apply communication skills on both exams and assignments completed outside of lecture.</td>
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<td>Empirical and Quantitative Skills (QS)</td>
<td>To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.</td>
<td>Areas of emphasis include the calculation of equilibrium prices and quantities, the calculation and interpretation of various elasticities and their use in the real world, and the mathematical derivation of a firm’s cost curves. Students will demonstrate their understanding and use of these skills by completing exam questions and through the completion assignments outside of class.</td>
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<td>Social Responsibility (SR)</td>
<td>To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.</td>
<td>Basic economic literacy helps students to be better informed participants in important discussions about how resources are allocated in our society. Class lectures and readings from the focus on several issues regarding social responsibility such as their role as consumers and the role of firms in markets, the tradeoff between an efficient and equal allocation of resources, the appropriate role and impact of government policies on markets, and the general development of the theory of welfare economics. Students apply these skills on both exams and assignments.</td>
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**Student Learning Outcomes (with relevant Core Objectives in parentheses):**

Upon successful completion of this course students should be able to:

- Demonstrate a basic understanding of how society’s basic resource allocation decisions are made under different economic systems [CT, SR, CS]
- Show how market structure influences firm and consumer decisions over resource allocation [CT]
- Show how production costs behave when firms alter their production levels [CT, QS]
- Show how governmental regulation and taxation affects the market allocations of resources [CT, CS, QS, SR]
- Determine equilibrium price and quantity in a single market [CT]
- Calculate and use elasticity measures to describe consumer expenditure behavior [CT, QS]
• Identify profit-maximizing output and input and price levels for firms operating under various market structures, and to correctly predict changes in production costs as output levels change for the firm [CT, QS]

Program Learning Outcomes:
Program learning outcomes define the knowledge, skills, and abilities students are expected to demonstrate upon completion of an academic program. These learning outcomes are regularly assessed to determine student learning and to evaluate overall program effectiveness. You may access the program learning outcomes for your major and particular courses in the Curriculum Management Handbook at http://www.sfasu.edu/academics/colleges/business/welcome/faculty-resources.

Tentative Content Calendar (With related core objectives in bold):

**Week 1:** What is Economics (Chapter 1) and Thinking like an Economist (Chapter 2) [CS, CT, SR]

**Week 2:** Specialization and Gains from Trade (Chapter 3) [CT] and Demand and Supply (Chapter 4) [CT, QS]

**Week 3:** Demand and Supply (continued)

**Week 4:** Elasticity (Chapter 5) [QS]

**Week 5:** Efficiency, Equity and Economic Systems (Chapter 7 and 20) [CT, SR]

**Week 6:** Government involvement in Markets (Chapter 6) [CS, CT, QS, SR]

**Week 7:** Taxes (Chapter 8) [SR, CT]

**Week 8:** Production and Cost (introduction) (Chapter 13) [CT, QS]

**Week 9:** Production and cost (continued) (Chapter 13)

**Week 10:** Perfect Competition (Chapter 14) [CT, QS]

**Week 11:** Perfect Competition continued and Monopoly (Chapter 15) [CT, QS]

**Week 12:** Monopoly continued (Chapter 15)

**Week 13:** Monopolistic Competition (Chapter 16) [CT]

**Week 14:** Oligopoly (Chapter 17) [CT]

Academic Integrity

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.
Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

**Withheld Grades Semester Grades Policy (5.5)**
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to [https://www.sfasu.edu/policies/course-grades-5.5.pdf](https://www.sfasu.edu/policies/course-grades-5.5.pdf).

**Students with Disabilities**
To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services promptly may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**Student Wellness and Well-Being**
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**
**The Dean of Students Office** (Rusk Building, 3rd floor lobby)
[www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)
936.468.7249
dos@sfasu.edu

**SFA Human Services Counseling Clinic** Human Services, Room 202
[www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)
936.468.1041

**The Health and Wellness Hub** “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
• Alcohol and Other Drug Education
  www.sfasu.edu/thehub
  936.468.4008
  thehub@sfasu.edu

Crisis Resources:
• Burke 24-hour crisis line: 1.800.392.8343
• National Suicide Crisis Prevention: 9-8-8
• Suicide Prevention Lifeline: 1.800.273.TALK (8255)
• johCrisis Text Line: Text HELLO to 741-741