ECON 101–Principles of Microeconomics

Course Information

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Office Hours: Monday: 1:00p–2:30p; Tuesday: 9:00a–9:50a, 11:00a–12:00p; and by appointment

Course Description

Principles of Microeconomics is an introduction to decision-making for individuals, firms, and government. The goal is to analyze how each of these economic agents interact with one another to determine the allocation of scarce resources—typically through markets.

This course is designed to study these interactions and decisions in a world characterized by scarcity. Such scarcity provides us with many challenges that force us to consider the effects of decisions made. The models from this course can facilitate a greater understanding of how these choices are made and provide tools to analyze and predict the outcome of interactions. Special focus is placed on how these models and theories apply to the student’s life.

Course Materials

There are plenty of materials that could be useful for this course. This section outlines some specific suggestions and highlights the required elements. It is expected that you will already have access to our LMS: Canvas.

LaunchPad (Required)

LaunchPad will be used for our weekly graded homework. Purchasing LaunchPad also comes with access to an online version of our textbook (see below), which you will be expected to read independently and use for study. LaunchPad has been integrated into our Canvas course so you will access the site through Canvas. Access can be purchased either by following the directions on our Canvas announcements or via a card purchased at the Oxford bookstore. Appropriately registering for LaunchPad by **September 6th** will constitute 10 points towards your LaunchPad quiz scores. You may also set up temporary access to LaunchPad and pay at a later date, if necessary. This will give you 21 days of free access before you must pay to continue using content. There will be no makeups for any missed assignments due to not registering or for failure to ensure paid access after 21 days.

LaunchPad has multiple practice opportunities including LearningCurve and Practice Homework, for each chapter. LearningCurve is an adaptive learning program that will be a good comprehension test when paired with reading the text. The Practice Homework will pull 20-25 questions from the test bank at random for you to use with practice. These homework do not
count for a grade and can be taken as many times as you wish. Because questions are pulled from a pool, each Practice Homework attempt will be unique for each student on each attempt.

**Textbook (Optional)**

Our textbook this semester will be: *Microeconomics* (4th Edition) by Paul Krugman and Robin Wells (ISBN-13: 978-1464143878). When you register, it may link you to the newest version of the text (5th edition). Either is fine for the purposes of this course. You do not need a physical copy of the book; however, if you prefer reading on paper as opposed to digitally, this may be a good option for you. The bookstore will be selling a physical version of the book bundled with access to LaunchPad, if this is what you want. Should you choose to buy independently through another source, the ISBN above will guide you to the correct choice.

**Coursework**

This course will be graded from three categories: Quizzes, Papers, and Exams.

**Quizzes (30% of Final Grade)**

I will assign graded LaunchPad quizzes over the course of the semester, one for each chapter covered. We will cover approximately seventeen chapters and each chapter’s quiz will be scaled to be worth the same amount (10 points), regardless of the number of questions. Quizzes will always be due at 11:59 pm the Sunday after we finish a chapter. You will have two attempts on each week’s quiz and 30 minutes per attempt, though the questions will change slightly for each attempt. The highest score of these two attempts will represent your final grade for that quiz. *No quiz makeups will be allowed as they are online, so be sure to plan your week accordingly and work ahead, if need be.*

**Papers (20% of Final Grade)**

My goal in this course is for you to see how the theories we discuss are applicable to your own life and decision-making. To assist in this endeavor, you will be assigned six papers this semester with each paper weighted equally. The papers are meant to be short, well-written, applied pieces over any subject matter you choose. Papers will be uploaded to their associated folder on Canvas (https://canvas.emory.edu) and submissions must be uploaded prior to the deadline using the following formatting.

- Minimum length: Two paragraphs.
- Maximum length: One page.
- Spacing: Single-spaced.
- Font Size: 12 point.
- Font: Any standard font (Times New Roman, Arial, etc.)
- Target Audience: Someone who has never taken an Economics course.
For each paper, your goal will be the same. First, you must describe a personal situation. This should be a story from your own life or of a personal friend.1 Second, pick and define a concept from the previous week of material in your own words. Finally, describe how your chosen economic concept applies to the situation you have described. In other words, tell me how your situation represents something we’ve recently learned about. Because your target audience is someone without an economics background, be sure to define the economic concept in terms that anyone could understand.

The first paper you submit will be used to provide you feedback. All timely submissions of the first paper will receive full credit and extra devotion will be given to feedback so that you can earn the maximum points possible over the semester.

Exams (50% of Final Grade)

You will have four exams this semester, each of which will be worth 100 points. Exams are held approximately once every four weeks. The first three exams will only cover new material while the last exam (Final Exam) will be cumulative in nature.

Exams will be combination of multiple choice and short answer. For multiple choice questions, your best resource will be the weekly graded homework (which will generally be multiple choice), and practice homework that will consist of a pool of multiple choice questions for each chapter of material we cover in class. Short answer questions can be characterized as “application problems” to test your understanding in a more thorough manner than the homework and papers. In these, you will be presented with situations that require you to apply concepts from class.

Exams will be taken in class; please check the course schedule and calendar on Canvas for these dates.

Grading

With three types of coursework, the point breakdown for the course is as follows:

<table>
<thead>
<tr>
<th>Item</th>
<th>Percentage Contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>30%</td>
</tr>
<tr>
<td>Papers</td>
<td>20%</td>
</tr>
<tr>
<td>Exams</td>
<td>50%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Final grades for the course will be determined exclusively based on the number of points you earn across all coursework for the semester. No rounding will occur after the semester, no matter how close you come to a threshold for a higher grade. In order to earn each letter grade, you must earn at least the percentages listed in the following table:

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1If you have another idea for a situation source, please check with me before writing your paper.
<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Necessary Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94%</td>
</tr>
<tr>
<td>A−</td>
<td>90%</td>
</tr>
<tr>
<td>B+</td>
<td>87%</td>
</tr>
<tr>
<td>B</td>
<td>84%</td>
</tr>
<tr>
<td>B−</td>
<td>80%</td>
</tr>
<tr>
<td>C+</td>
<td>77%</td>
</tr>
<tr>
<td>C</td>
<td>74%</td>
</tr>
<tr>
<td>C−</td>
<td>70%</td>
</tr>
<tr>
<td>D</td>
<td>60%</td>
</tr>
<tr>
<td>F</td>
<td>0%</td>
</tr>
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**Expectations**

In order to maximize the amount of learning for everyone, there are some rules I expect everyone to follow throughout the semester. These expectations should be treated like a contract and your continued registration in the course constitutes an acceptance of these terms. Failing to follow these will result in a penalty at the discretion of the instructor.

**Late Work**

No late work is allowed. If something prohibits your ability to finish an assignment by the deadline, you should consider reaching out to the Advising Support Center. Canvas flags all late work and the only way one can receive credit if the assignment is flagged late is if the verifiable last edit date on the assignment is before the deadline. In such circumstances, partial credit will be awarded.

**Conduct**

Students are expected to be respectful to one another and the instructor at all times. This includes (but is not limited to) class responses, submitted assignments, interactions with students on Canvas, and class discussions. Likewise, I will always treat you with respect during class and other interactions. At times in this course, opinions will be elicited and often times one student’s opinion will differ from those of another. These differences will be discussed in a respectful fashion and each student is entitled to his or her opinion.

I treat this course as a “two-way” street. My goal is to provide the best education possible for you while covering the topics that need to be discussed prior to semester’s end. If at any point you have suggestions or comments, I welcome them. If I am going too fast in class, or too slow, say so. If something is unclear, ask for clarification or help. I will not be able to adjust things without knowing about them.

Electronic devices are all around us and learning to responsibly use those devices is important. In class, refrain from using cell phones. If you need to make a call or respond to a message, step out of class as these actions are distracting to those around you. If you want, you may use a laptop/tablet to take notes, though keep the use of these to electronic devices to class-related learning.

**Attendance and Communication**

Any changes to the course will be made via Canvas announcements. Check these often, especially if you must miss class. You are expected to attend class, and will be directed to fellow classmates should you miss some time.
If something happens to prevent you from fully participating in class, communicate this with me immediately. In such moments, we can figure out a plan of action to ensure that the course remains manageable to you.

All assignments (with the exception of exams) and course material can be found on Canvas. Check Canvas often to make sure that you are keeping up.

**Accommodating Students with a Disability**

If you have a documented disability and have anticipated barriers related to the format or requirements of this course, or presume having a disability (e.g. mental health, attention, learning, vision, hearing, physical or systemic), and are in need of accommodations for this semester, we encourage you to contact the Office of Accessibility Services (OAS) to learn more about the registration process and steps for requesting accommodations at: oas_oxford@emory.edu.

If you are a student that is currently registered with OAS and have not requested or received a copy of your accommodation notification letter, please notify OAS immediately.

Students who have accommodations in place are encouraged to coordinate with their professor during the first week of the semester, to communicate specific needs for the course as it relates to approved accommodations.

Accommodations may not be implemented until the instructor is provided an accommodation letter and discusses the accommodation plan for the course face to face with the OAS student. Accommodations may not be implemented retroactively.

For additional information regarding OAS, please visit the website: http://equityandinclusion.emory.edu/access/students/index.html.

**Honor Code**

The Honor Code applies to all assignments, in and out of the classroom. All work in this course must be entirely your own and entirely original to the requirements of this course in this semester. For more info, visit: http://oxford.emory.edu/catalog/regulations/honor-code.html.

**Religious Holidays Arrangements**

Instructors are encouraged, not required, to accommodate students’ academic needs related to religious holidays. Students must inform professors by the end of the second week of class each semester of any planned religious observances that conflict with class attendance, and make mutually agreeable arrangements to complete any work missed. If you need guidance negotiating your needs related to a religious holiday, the College Chaplain, Rev. Lyn Pace, ppace@emory.edu, Candler Hall 202, is willing and available to help. **Please be aware that Rev. Pace is not tasked with excusing students from classes or writing excuses for students to take to their professors. Emory’s official list of religious holidays may be found at http://www.religiouslife.emory.edu/faith_traditions/holidays.html.**
Title IX Reporting

Title IX Reporting: Every Emory employee who is informed about an allegation of sexual misconduct involving any student is required to notify a Title IX Coordinator either directly or through their relevant reporting structure. However, employees who serve in a professional role in which communications are afforded confidential status under the law (e.g., medical providers, therapists, and professional and pastoral counselors) are not bound by this requirement but may, consistent with their ethical and legal obligations, be required to report limited information about incidents without revealing the identities of the individuals involved, to a Title IX Coordinator or Deputy Title IX Coordinator. All members of the Emory community are encouraged to promptly report incidents of sexual harassment and discrimination.

For more information, visit: http://sexualmisconductresources.emory.edu/policies/index.html.

Writing Center

The Writing Center, located in Pierce Hall 117, usually opens in the third or fourth week of the semester. Consultants in the Oxford Writing Center are available to support Oxford College students as they work on any type of writing assignment and/or text, at any stage of the composing process. Consultants can assist with a range of projects, from traditional papers and presentations to websites and other multimedia projects. They take a similar approach as they work with students on concerns including idea development, structure, use of sources, grammar, and word choice. They usually do not proofread for students. Instead, they discuss strategies and resources students can use as they write, revise, and edit their own work. All students, monolingual and multilingual, are welcome to visit the Writing Center tutors.

Course Structure and Schedule

On Canvas and as a separate document, I will outline the schedule for this course. This schedule is tentative and I reserve the right to amend the schedule at any time. When changes are made, I will update Canvas and the separate Course Schedule, as well as describe the changes via Canvas announcement.