ECON 201—Intermediate Microeconomics

Course Information

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Office Hours: M–1:00p-2:00p, T–9:00a-10:00a, and W–1:00p-2:00p, and by appointment

Course Description

In Principles of Microeconomics you received an introduction to decision-making for individuals, firms, and government. This introduced you the concepts of key economic agents and the allocation of scarce resources in markets. This course expands on the topics you learn in a Principles course. In many ways, the topics are the same, but the level of complexity is drastically increased through the incorporation of algebra and calculus. The addition of these tools allows us to intuitively model real-world situations and markets in an effort to understand them—much like an economist would do in a professional setting. As a result, this course serves as an intermediary between Principles and Graduate-level modeling of things like supply and demand and optimal decision-making.

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 Canvas (canvas.emory.edu).

MyEconLab (Required)

MyEconLab will be used for our graded quizzes and provide ample practice throughout the semester. Purchasing MyEconLab can also come with access to an online version of our textbook (see below), which will be helpful for you to review/study. That said, the textbook itself is quite expensive, so you may consider using the Course Reserve version in the library or splitting costs with your fellow students. A link to our specific MyEconLab course can be found on Canvas. Access for MyEconLab can be purchased at the bookstore or independently through the publisher when registering.

Textbook (Optional)

Our textbook this semester will be: Microeconomics (9th Edition) by Robert Pindyck and Daniel Rubinfeld (ISBN-13: 978-0134184241). 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 MyEconLab, 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. You will also have the ability to use the copy of the text that will be on course reserve in the library. Access to some form of the textbook is strongly encouraged.

Coursework

This course will be graded based on percentages assigned to coursework. All coursework can be divided into three categories: Quizzes, Participation, and Exams.
Quizzes

I will assign graded quizzes over the course of the semester once we have completed a unit. Your score across all of these quizzes will account for 30% of your overall final grade. Quizzes will always be due Sunday at 11:59 pm and the due dates will fall the Sunday after we have completed all of the necessary material.

No quiz makeups will be allowed as they are online, so be sure to plan your week accordingly and work ahead, if need be. You will have one attempt on each quiz so be sure to check your answers prior to submission on MyEconLab and have a stable internet connection. Your attempt will be 2 hours long to give you ample time and quizzes will be open book and open note. Once you begin the quiz, the two hour timer continues to tick down, even if you exit the quiz. Choose your start time appropriately and make sure you have a solid internet connection. Computer-related issues are not viable excuses for not completing a quiz on time. Your lowest quiz score is automatically dropped.

Prior to each quiz, I have developed practice homework assignments that mirror what you will see on the graded quiz; use these practice to prepare and ask me for questions in class or during office hours prior to the graded portion.

Syllabus Points

You will notice that 15 points on Canvas are labeled “Syllabus Points” and these are located in the quiz category—an unfortunately necessary addition to this syllabus this semester. These points are automatically given to you to start the semester, but you may lose these points if you do not follow these directions. The syllabus contains valuable information and should be your first point of contact if you have a question regarding grading or course policies.

What are these points and why do they exist? There has been a precipitous rise in questions that can easily answered via the syllabus in recent semesters. The only way you will not receive full credit on the Syllabus Points portion of the course is by asking a question that would be answered easily were you to look at the syllabus. Examples of these questions/emails may include (but are not limited to):

- Can I make up Participation Worksheets?
- Can I make up Exams if I am sick?
- Do you accept late work?
- My grade is close to a B+; I worked hard and hope that my B will be rounded.
- I missed class; did we do anything important?

In cases where it is clear that you did not refer to the syllabus, you will lose a portion of these Syllabus Points. In such cases, I will respond with: “Please see the syllabus for the answer to your question.” The reasoning behind this is twofold. First, the number of emails I get each semester asking questions similar to those listed above is astounding. I have to treat everyone the same and so these requests become time consuming beyond measure. Secondly, these points ensure that you thoroughly look through the syllabus so that you understand the expectations of the course.

Participation Worksheets

Periodically, I will distribute worksheets with practice problems and questions in class which will account for 20% of your final grade. You will be given class time to work through these worksheets and must submit them within a set time limit. This time limit will vary based on the length and style of worksheet handed out. These are meant to be group activities, though each student is expected to submit their own responses individually.
Worksheets will not happen every class period and more than one may happen in a given class. Each is meant to provide you with feedback on your understanding of course material and allow me to see what content may need to be discussed further. Participation worksheets can only be completed for points in class. There is no exception to this rule as their value is dependent on working with students on them during class time.

The manner that each worksheet will be graded will be clearly stated at the top of each worksheet and each participation activity will be worth 10 points. Grading will generally work one of two ways:

1. “Participation Only”
   (a) This grading style will be used most often for open-ended questions that ask you to analyze a given concept. You will receive a 10 if you complete this worksheet and 0 otherwise.

2. “Answer-Driven”
   (a) This grading style will be more common and correspond to worksheets where there is a correct answer. If your answer is perfect, you will receive 10 points. If your answer is not perfect, but you are close, you will receive 5 points. If your answer is not very close, you will receive 0 points.
   (b) If you receive a 5 or a 0, you will have the opportunity to make up some points. If you resubmit an accurately edited participation worksheet within one class period of the worksheet being handed back, your grade will be increased to a 7.5 and 5, respectively. Please note that this does not apply for students who missed a class period featuring a participation worksheet. If you miss a class with a participation worksheet, your grade on that worksheet will be a 0 and you cannot make up any points.

Exams

You will have three exams this semester, each of which will be worth 100 points. Exams are held approximately once every five weeks. The first two exams will only cover new material while the last exam (Final Exam) will be cumulative in nature. You must be on time for exams. To prevent issues of academic dishonesty, I will not allow you to take an exam if you come late and someone has already submitted their exam. Exams will have assigned seating. On exam days, please leave all cell phones and bags at the front of the classroom. Then, proceed to your assigned seat (a sheet will be posted on the day of the exam).

Exams will be a combination of multiple choice and short answer. Most questions will be designed to directly reflect those seen in participation worksheets, practice homework, graded quizzes, lectures, the book, and class discussions. Exams will be taken in class; please check the course schedule and calendar on Canvas for these dates. This class will require that you continue to learn material outside of class as exams will evaluate not only your ability to recall information, but apply course content in unique ways. As a result, the exams are difficult. Simply memorizing content covered will not be enough to perform well in this class as we work towards the development of applicable skills and learning how economic analysis could be applied in a variety of settings.

Grading

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

<table>
<thead>
<tr>
<th>Item</th>
<th>Percentage Contribution</th>
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</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>30%</td>
</tr>
<tr>
<td>Participation</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 percentages 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 percentage listed in the following table:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Necessary Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93%</td>
</tr>
<tr>
<td>A−</td>
<td>90%</td>
</tr>
<tr>
<td>B+</td>
<td>87%</td>
</tr>
<tr>
<td>B</td>
<td>83%</td>
</tr>
<tr>
<td>B−</td>
<td>80%</td>
</tr>
<tr>
<td>C+</td>
<td>77%</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>
</tbody>
</table>

**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 accepted in this course and a score of 0 will be entered for all assignments not submitted on time.

**Conduct**

Oxford College of Emory University’s ideals of inclusivity require that we foster an environment where people of diverse backgrounds, identities, abilities, and ideologies are affirmed, respected, and seen as a source of strength; where we strive to learn together, and ultimately thrive communally. If we at all fail to support these ideals, then we encourage discussion towards improvement, and we hope that this statement affirms your right to seek those discussions via dialogue with faculty, staff, your peers, and the use of the “Speak Up!” system when needed.

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**

I design each class period to be important. While I hope you come (and incentivize attendance through Participation Worksheet credit), there is no official attendance policy.

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. You must be in class to receive credit on Participation worksheets.

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 this 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.

**Final Exam**

Students must obtain the permission of the Senior Associate Dean of academic affairs to take a final exam earlier or later than scheduled. Permission is normally granted for documented family emergencies, documented medical reasons, or for participation in educational programs. Permission will also be granted for students scheduled to take three exams on a single calendar day (not three exams within a general twenty-four-hour period). Students with three exams on one calendar day must document their situation with the Senior Associate Dean no later than 5:00 p.m. on Reading Day. Students in this situation will be granted permission to work with one of their instructors to arrange to take one of their exams at an alternate date and time within the official exam week. Leaving early for rides or flights, vacations, relatives’ or friends’ weddings or graduations, jobs, or having two exams on one day, and other situations, are not considered valid reasons to request an earlier or later exam.