

# Microeconomics

## Syllabus

### ***Instructor Information***

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### ***Instructor Office Information***

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### ***Class Information***

**Title** Microeconomics  
**Number of Weeks** 17  
**Meeting Times/Location** A240

### ***Course Description***

This course examines the behavior of individual decision makers, primarily consumers and firms. Topics include choices of how much to consume and to produce, the functioning of perfectly and imperfectly competitive markets, the conditions under which markets may fail, and arguments for and against government intervention. The student applies the fundamental tools of economics to real world problems.

### ***Prerequisites***

1. An intense desire to learn the fundamental principles of Microeconomics

## ***Textbooks***

1. Stephen Slavin. *Microeconomics*. Edition: 7th. Publisher: McGraw/Hill. Year: 2005. ISBN: 0072854863. Pages: 512. Required

## ***Exit Learning Outcomes Addressed In This Course***

### ***Course Level Learning Outcomes - Competencies***

1. Develop analytic skills central to economic thinking
2. Apply supply and demand analysis to price determination
3. Calculate maximum profit as total revenue minus total cost
4. Examine consumer choice models
5. Differentiate among market structures
6. Evaluate government role in a market economy
7. Analyze the markets for the factors of production
8. Identify interactions between domestic and global markets
9. Integrate economic models with real world applications

## ***Grading Information***

### ***Grading Rationale***

The letter grade for Microeconomics will be based on the following activities:

1. Chapter tests
2. Assignments
3. Position Papers
4. Classroom participation

Students will be assessed on all competencies. The format for assessing each competency will be explained to students at the beginning of each unit. The units will consist of the following textbook chapters.

Unit one -Textbook chapters 2 and 4. This unit will cover competencies 1 and 6.

Unit two- Textbook chapters 3, 5, 6, and 7. This unit will cover competencies 2, 4, and 6.

Unit three- Textbook chapters 8 and 9. This unit will cover competencies 3 and 9.

Unit four- Textbook chapters 9 and 11. This unit will cover competency 5.

Unit five - Textbook chapters 10 and 12. This unit will cover competency 5.

Unit six- Textbook chapters 14, 16, and 17. This unit will cover competencies 7 and 9.

Unit seven- Textbook chapters 19 and 20. This unit will cover competencies 8 and 9.

### **Grading Scale**

A	93
A-	90-92
B+	88-89
B	86-87
B-	84-85
C+	80-83
C	78-79
C-	76-77
D+	74-75
D	72-73
D-	70-71
F	<70

## ***Guidelines and Information***

### ***Academic Honesty***

Academic honesty is important to a learning organization's purpose of helping learners to develop critical, independent thinking skills and habits. Cheating and other forms of academic dishonesty run counter to this purpose and violate ethical and intellectual principles; they are therefore subject to penalties. For purposes of this course we will define academic dishonesty as:

Plagiarism:

Presentation of work that originates from another unacknowledged source as one's own.

Presenting someone else's ideas, argument, or information verbatim (or close to verbatim) without acknowledgement of the source in assessments, papers, or discussions, constitutes plagiarism.

Cheating:

- a) Giving, receiving, or using, or attempting to give, obtain, or use, unauthorized information or assistance during an assessment or an examination
  
- b) Obtaining or conveying, or attempting to obtain or convey, unauthorized information about an assessment or examination questions
  
- c) Giving or receiving assistance on an essay or assignment that goes beyond that specifically allowed by the instructor (this includes buying and selling, or attempt to buy or sell essays and/or research assistance relating to course assignments)
  
- d) Impersonating someone else or causing or allowing oneself to be impersonated in an examination, or knowingly availing oneself of the results of impersonation
  
- e) Presenting a single piece of work in more than one course without the permission of the instructors involved

### ***ADA Statement 1***

I wish to fully include persons with disabilities in this course. Please let me know if you need any special accommodations in the curriculum, instruction, or assessments of this course to enable you to fully participate. I will maintain the confidentiality of the information you share with me.

### ***Attendance 2***

Importance of class attendance: Class attendance contributes significantly to academic success. Students who attend classes regularly tend to earn higher grades and have higher passing rates in courses. Excessive absences may jeopardize your grades or even your ability to continue in this course.

Class absences: If you are absent from class for any reason you are responsible for all missed work and for contacting the instructor promptly. Department policy allows an instructor to drop any students who misses 10% of class. ( 6 classes)

### ***Email Policy***

All email correspondence to your instructors **MUST** be sent through your official campus

email account. For safety against computer viruses and to remove SPAM email messages, your instructor may delete without reading any email from another account (such as yahoo or hotmail). To contact your instructor you must assume that the message WILL NOT be read. Students are encouraged to read their campus email regularly.