

**Intermediate Microeconomics – EBGN 301 – Sections A and B**

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**Office Hours:** 8-9 AM and 3-3:45 PM Monday and Wednesday, 9-11 AM Tuesday, or by appointment\*

\*You may schedule appointments outside of office hours through email.

**Teaching Assistant:** Andrew Shaw

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**Office/Lab Hours:** 1-3 PM Tuesday, 3-5 PM Thursday – EH212

**Section B**

**Class Meetings:** MWF 11:00-11:50

**Class Location:** Marquez Hall 235

**Section A**

**Class Meetings:** MWF 2:00-2:50

**Class Location:** Marquez Hall 235

**Course Web Pages:** Canvas

**Instructional Activity:** 3 hours lecture

**Semester Hours:** 3

**Course Description**

Economics is much more a way of thinking than a set of conclusions. In the process of learning this way of thinking you will improve your analytical skills, your ability to solve problems, and the quality of your decision making. In *Intermediate Microeconomics*, we will apply the economic way of thinking to help consider how markets allocate resources; why prices and wages rise and fall; what effects government intervention has on allocation and prices; how we make decisions under uncertainty; why businesses start up and go out of business; and what advantages and disadvantages there are to competition.

This course introduces the theoretical and analytical foundations of microeconomics and applies these models to the decisions and interactions of consumers, producers and governments. Develops and applies models of consumer choice and production with a focus on general equilibrium results for competitive markets. Examines the effects of market power and market failures on prices, allocation of resources and social welfare.

**Prerequisites:** EBGN201 and MATH213

**Recommended Materials**

**Textbook/ebook** – *Microeconomics* (1<sup>st</sup> edition) by Goolsbee, Levitt, and Svyerson, Worth Publishers – available in the bookstore or online

**Student Learning Outcomes**

At the end of the course, students will be able to:

1. Define and explain in words the key components and underlying assumptions of microeconomic models

2. Construct graphical and mathematical models illustrating market mechanisms and/or the choices and constraints faced by economic agents
3. Use microeconomic models to predict (graphically and/or mathematically) the behavior of economic agents, the outcomes of markets, and the impacts of government policy in a variety of market environments
4. Analyze the behavior of consumers, firms, and/or governments in the real world using microeconomic theory

### **Topics Covered – additional detail in course calendar**

- Competitive market model: comparative statics, taxation, international trade, other policies
- Consumer choice model: decision making, demand, labor supply, consumer welfare
- Producer theory: input choice models, cost functions, production decisions, supply
- Market competition: competitive markets, monopoly markets, imperfectly competitive markets, and pricing strategy
- General equilibrium model: evaluate efficiency and equity of competitive markets of competitive markets to demonstrate that competitive markets

### **Course Structure**

I teach this course using a “flipped” format. In this format, you will receive online instruction outside of class (using videos and reading assignments), complete pre-class activities (quiz and/or practice problems), and come to class and work on activities that build upon the online material.

What this means for you is that you are doing the activities associated with lower levels of cognition (e.g. gaining knowledge and comprehension) on your own and focusing of higher forms of cognition (e.g. application, analysis, evaluation) in class where you will have the support of your peers as well as myself and the teaching assistant.

I have been using the flipped class technique for the past year, have seen improvements in student learning, student engagement, and student attitudes. If you are interested in reading more about flipped classrooms, here are a few good resources:

<https://cft.vanderbilt.edu/guides-sub-pages/flipping-the-classroom/>

[https://people.ok.ubc.ca/cstother/How\\_Flipping\\_the\\_Classroom\\_Can\\_Improve\\_the\\_Traditional\\_Lecture.pdf](https://people.ok.ubc.ca/cstother/How_Flipping_the_Classroom_Can_Improve_the_Traditional_Lecture.pdf)

<http://science.sciencemag.org/content/323/5910/50.full>

### **Graded Components**

#### **Pre-Class Quizzes – 5% of final grade**

Prior to most class sessions, you will be required to watch a short video or videos that introduce the basic concepts and definitions you will be expected to know coming in to that class period. After watching the videos, you will be required to complete a brief quiz on the concepts presented in the videos.

### **Individual Homework Assignments – 5% of final grade**

Some days, in addition to the pre-lecture videos and quizzes, there will be required problems to turn in before or during class. Responses will be graded on a 0-3 scale, where:

- 0 = no participation in assignment
- 1 = unsatisfactory: minimal level effort - D
- 2 = satisfactory: good level of effort but significant errors - B
- 3 = exemplary: excellent effort and correctness - A

### **In-Class Individual and Team Based Assignments – 15% of final grade**

A significant portion of class time will be devoted to working on problems or discussing and analyzing reading assignments either individually or in teams. Your in-class work will be collected each day, and your responses will be graded on a 0-3 scale, where:

- 0 = no participation in assignment
- 1 = unsatisfactory: minimal level effort - D
- 2 = satisfactory: good level of effort but significant errors - B
- 3 = exemplary: excellent effort and correctness - A

In addition, select questions will be graded for correctness using a scale grading scale of 1-10, where 10 = 100%. In the case where questions are graded for correctness, your score on the assignment will be calculated as  $(0.67 * \text{Participation Score} + 0.33 * \text{Correctness Score})$ .

### **News Analysis Writing Assignments (3) – 5% each for 15% of final grade**

There are many issues of the day which lend themselves nicely to study by an economist (or a student of economics). This assignment is designed to give you the opportunity to analyze the behavior of consumers, firms, and/or governments in the real world using microeconomic theory. You will find three articles related to topics that we cover this semester and conduct an analysis of each the article. Additional instructions and a rubric will be provided.

*Writing Assignment Due Dates: 9/22, 10/20, 12/6*

### **Midterm Exams (3) – 15% each for 45% of final grade**

There will be **four in-class mid-semester exams**. I will drop your lowest mid-semester exam score. Exams will consist of both multiple choice and open-ended questions. If you miss an exam for any reason during the semester (not including university excused absences) there will not be a make-up offered. This will be counted as your low exam score.

*Exam Dates: 9/18, 10/13, 11/10, 12/1*

### **Final Exam – 15 % of final grade**

The final exam is required, and the exam will be cumulative. Like the mid-semester exams, it will consist of both multiple choice and open-ended problems. The date of the exam will be determined by the registrar.

### **Non-Graded Components**

*Problem Sets* – The homework assignments distributed throughout the semester will give you the opportunity to practice and apply the concepts discussed in class in a pressure-free environment and to prepare for exams. I will not collect and grade the problem sets, however you are strongly encouraged to form study groups to work on these problems to prepare for exams. Solutions will be provided after the problem sets have been available for one week.

### **Grading and Grading Procedures**

Components:

1. Pre-Class Quizzes	5%
2. Individual Homework Assignments	5%
3. In-Class Problems and Assignments	15%
4. Individual Writing Assignments	15%
5. Exams	<u>60%</u>
	100%

Your grade in this class will be based on your overall percent average, using the following guidelines:

A =	93-100%	B- =	80-82%	D+ =	66-69%
A- =	90-92%	C+ =	77-79%	D =	63-65%
B+ =	87-89%	C =	73-76%	D- =	60-62%
B =	83-86%	C- =	70-72%	F =	below 60%

These guidelines are subject to change, but if you score in the stated range you are guaranteed at least the corresponding grade.

Grades will be maintained on Canvas.

**Grievance Procedure:** Anyone feeling that a dispute exists after the grading of any assignment or exam may submit a written grievance. The grievance should identify the item in dispute and arguments supporting the student's position. Grievances must be submitted in writing within two class periods following the return of the assignment or exam. I will return a written response within two class periods after receipt.

### **Course Attendance Policy**

Please be familiar with the Attendance Policy for the Colorado School of Mines:

<http://inside.mines.edu/Student-Absences>

**Lectures: Failure to attend and participate in in-class assignments and activities will count negatively toward your course score.** I expect students to regularly attend and participate in class. If you miss a lecture, it is your responsibility to get any notes and assignments from that class. It is up to you to

master the subject matter of the course and to demonstrate the ability to use the tools covered at an acceptable skill level. **I will offer make-up opportunities for in-class assignments only if you have an excused absence.**

**Exams:** The dates of exams are indicated on this syllabus. Please mark your calendars early. Due to the nature of the grading system (lowest exam dropped), I generally do not offer make-up exams, unless there are extenuating circumstances.

### **Coursework Return Policy**

*In-Class Assignments* – In-class assignments will be graded and returned within one week.

*Exams* - Exams will be graded within one week and will be available for review in class. Students will not be permitted to keep exams, however they will be available for review in the professor's office.

### **Students with Disabilities**

The Colorado School of Mines is committed to ensuring the full participation of all students in its programs, including students with disabilities. Colorado School of Mines complies with all federal and state laws and regulations regarding discrimination, including the Americans with Disabilities Act of 1990. If you are registered with Disability Support Services (DSS) and I have received your letter of accommodations, please contact me at your earliest convenience so we can discuss your needs in this course. For questions or other inquiries regarding disabilities, I encourage you to visit [disabilities.mines.edu](http://disabilities.mines.edu) for more information.

If you have a disability have not registered with Disability Support Services and need a reasonable accommodation for equal access to education or services at Colorado School of Mines, please contact the Disability Services Office at 1770 Elm St. – Wellness Center 209, by calling 303-273-3297, or emailing Katie Ludwin [kludwin@mines.edu](mailto:kludwin@mines.edu). If you have a disability that could affect your performance in this class or that requires an accommodation under the Americans with Disabilities Act, please see me as soon as possible so that we can make appropriate arrangements.

### **Policy on Academic Integrity/Misconduct**

The Colorado School of Mines affirms the principle that all individuals associated with the Mines academic community have a responsibility for establishing, maintaining an fostering an understanding and appreciation for academic integrity. In broad terms, this implies protecting the environment of mutual trust within which scholarly exchange occurs, supporting the ability of the faculty to fairly and effectively evaluate every student's academic achievements, and giving credence to the university's educational mission, its scholarly objectives and the substance of the degrees it awards. The protection of academic integrity requires there to be clear and consistent standards, as well as confrontation and sanctions when individuals violate those standards. The Colorado School of Mines desires an environment free of any and all forms of academic misconduct and expects students to act with integrity at all times.

Academic misconduct is the intentional act of fraud, in which an individual seeks to claim credit for the work and efforts of another without authorization, or uses unauthorized materials or fabricated information in any academic exercise. Student Academic Misconduct arises when a student violates the

principle of academic integrity. Such behavior erodes mutual trust, distorts the fair evaluation of academic achievements, violates the ethical code of behavior upon which education and scholarship rest, and undermines the credibility of the university. Because of the serious institutional and individual ramifications, student misconduct arising from violations of academic integrity is not tolerated at Mines. If a student is found to have engaged in such misconduct sanctions such as change of a grade, loss of institutional privileges, or academic suspension or dismissal may be imposed.

- The complete policy is [online](#).

### **Discrimination and Harassment**

This course and all learning opportunities at Mines require a safe environment for everyone to be productive, develop professional practices, and to be able to share and learn without fear of discrimination or harassment. **Discrimination or harassment of any type will not be tolerated.**

Sometimes harassment is unintentional, but regardless of intent the instructor will address any language or behaviors that might discriminate, stereotype, or promote harassment. If you witness discrimination or harassment of others, please bring it to the attention of Mines faculty so it can be addressed immediately.

Title IX is a federal law that protects individuals from discrimination based on sex and gender in educational programs or activities. Mines takes its Title IX obligations seriously and is committed to providing a campus community free from gender-based discrimination. Gender-based discrimination, including sexual harassment, sexual violence, stalking, and domestic violence, is prohibited within the Mines campus community. If these issues have impacted you or someone you know, you can appropriate resources here: <http://inside.mines.edu/POGO-Title-IX>. You can also contact the Mines Title IX Coordinator, Karin Ranta-Curran, at 303.384.2558 or [krcurran@mines.edu](mailto:krcurran@mines.edu) for more information.

### **Detailed Course Schedule\***

<b>Week</b>	<b>Dates</b>	<b>Topics</b>	<b>Textbook Chapter</b>	<b>Assignments</b>
1	8/21-8/25	<b>Total Eclipse – No Class 8/21</b> Introduction, Group Formation, Supply and Demand	2	
2	8/28-9/1	Supply and Demand Market Analysis	2 3	
3	9/4-9/8	<b>Labor Day – No Class 9/4</b> Supply and Demand, Market Analysis	2, 3	
4	9/11-9/15	Market Analysis	3	
5	9/18-9/22	Consumer Behavior	4	<b>Exam 1 – 9/18*</b> <b>Monday Exam</b> <b>News Analysis 1</b> <b>– Due 9/22</b>
6	9/25-9/29	Consumer Behavior	4	
7	10/2-10/6	Demand	5	
8	10/9-10/13	Demand	5	<b>Exam 2 – 10/13</b>
9	10/16-10/20	<b>Fall Break – No Class 10/16</b> Production and Costs	6, 7	<b>News Analysis 2</b> <b>– due 10/20</b>

10	10/23-10/27	Production and Costs	6, 7	
11	10/30-11/3	Perfect Competition	8	
12	11/6-11/10	Perfect Competition	8	<b>Exam 3 – 11/10</b>
13	11/13-11/17	Monopoly	9	
14	11/20-11/24	<b>Thanksgiving– No Class 11/22 &amp; 24</b> Pricing	10	
15	11/27-12/1	Pricing Imperfect Competition	10 11	<b>Exam 4 – 12/1</b>
16	12/4-12/8	<b>Dead Week</b> General Equilibrium	14	<b>News Analysis 3 – due 12/6</b>
Finals				<b>Cumulative Final</b>

\* Course content subject to change. All changes will be announced in class and online. It is your responsibility to stay informed of changes.