

Eastern Illinois University
Revised Course Proposal
ECN 2802G, Principles of Microeconomics

Please check one: New course Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number, such as ART 1000:** ECN 2802G
2. **Title (may not exceed 30 characters, including spaces):** Principles of Microeconomics
3. **Long title, if any (may not exceed 100 characters, including spaces):**
4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** 3-0-3
5. **Term(s) to be offered:** Fall Spring Summer On demand
6. **Initial term of offering:** Fall Spring Summer **Year:** 2011
7. **Course description (not to exceed four lines):** Microeconomics – An exploration of consumer behavior, of how firms decide upon profit-maximizing price and output rates under various market conditions, and of the labor and capital markets.
8. **Registration restrictions:**
 - a. **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).
None.
 - b. **Prerequisite(s)**, including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.
ECN 2801G or ECN 2891G, but students who have transferred credit for ECN 2802G to EIU, who have not yet completed in ECN 2801G, are allowed to take ECN 2801G.
 - c. **Who can waive the prerequisite(s)?**
 No one Chair Instructor Advisor Other (Please specify)
 - d. **Co-requisites** (course(s) which MUST be taken concurrently with this one):
 - e. **Repeat status:** Course may not be repeated.
 Course may be repeated to a maximum of _____ hours or _____ times.
 - f. **Degree, college, major(s), level, or class** to which registration in the course is restricted, if any:
Online sections are available to off-campus students only.
 - g. **Degree, college, major(s), level, or class** to be excluded from the course, if any: None.
9. **Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive] General Education: Social and Behavioral Sciences
10. **Grading methods** (check all that apply): Standard letter C/NC Audit ABC/NC (“Standard letter”—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)
11. **Instructional delivery method:** lecture lab lecture/lab combined independent study/research
 internship performance practicum or clinical study abroad other

PART TWO: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:

- a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:**
- **EIU graduates will write and speak effectively.**
 - **EIU graduates will think critically.**
 - **EIU graduates will function as responsible citizens.**

Students enrolled in this course will:

- 1) Participate in class discussions about the applicability of economic models to the real world and the limitations imposed by simplifying instructions. [On-campus sections: Effective speaking; Online courses: Effective writing.]
- 2) Demonstrate the ability to state, criticize, and defend the standard assumptions of rational choice models. [Critical thinking and effective writing.]
- 3) Demonstrate the ability to analyze the limitations imposed by the simplifying assumptions used in an economic model and to form reasonable judgments about the applicability of the economic model to real-world questions. [Critical thinking and effective writing.]
- 4) Demonstrate the ability to think critically by applying standard economic concepts, theories, and models to solve economic problems posed by the instructor. [Critical thinking and effective writing.]
- 5) Describe the basic economic problem of scarcity and choice. [Critical thinking, effective writing, and responsible citizenship.]
- 6) Demonstrate the ability to use the model of supply and demand to determine market equilibrium. [Critical thinking, effective writing, and responsible citizenship.]
- 7) Demonstrate the ability to use graphs to depict market and firm behavior.
- 8) Identify the gains from trade and their sources and analyze the effects of protectionist policies on economic well-being. [Critical thinking, effective writing, and responsible citizenship.]
- 9) Analyze output and price determination under four market structures: perfect competition, monopoly, oligopoly, and monopolistic competition. [Critical thinking.]
- 10) Describe the determination of employment and wages in the market for labor. [Critical thinking and effective writing.]

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6	Objective 7	Objective 8	Objective 9	Objective 10
Unit exams		X	X	X	X	X	X	X	X	X
Class discussion	X	X	X	X	X	X	X	X	X	X
Quizzes		X	X	X	X	X	X	X	X	X

3. Explain how the instructor will determine students' grades for the course:

On-campus:

Unit exams = 80%

Quizzes = 20%

Online:

Exams count for 100% of the course points. However, students may earn the opportunity through participation in the course bulletin board discussions to have tests taken for points considered as practice tests, which will allow them to retake a different version of that particular unit exam. This setup has the virtue of simultaneously encouraging participation in the class discussions and promoting re-studying of material that was not fully mastered. The practice exams and online discussion replace the need for quizzes and review of quizzes in the traditional classroom.

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:

a. Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:

The course consists of several units where material is presented to students using videos captured from lectures by the professor explaining the material. The course also will utilize a web-based algorithmic testing engine that presents students with objective questions whose form varies with each exposure but the fundamental content of which remains constant. Students can choose when to enter and when to exit a cycle in which they study concepts, prepare strategies for answering questions, take practice tests, receive feedback, diagnose errors, revise strategies and repeat. When a student is satisfied that she has mastered the material, she may then choose to take the test for points. This student-learning environment supports active participation in problem solving, and creative thinking since it encourages students to develop and test their own solution techniques and empowers them to do so effectively.

b. Describe how the integrity of student work will be assured: A number of steps are taken to raise the cost of academic dishonesty. First and foremost, the uniqueness of each test requires that someone solve each one. Helping another student cannot be done at the low cost of sharing one's own answers; helping another student comes at the much higher cost of doing her work for her. In addition, security hashes control the release of each test so they cannot be effectively be shared with someone else by simply emailing a URL or file. Future efforts will be directed at using a webcam and flash component to capture an image of the test-taker at random times. These images could be examined if the normally expected pattern of improvement across practice tests through tests for points is not observed.

c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):

As students work through solving problems, they can communicate with each other and with the instructor in a web-based bulletin-board system (BBS), which allows for asynchronous class participation. Outstanding student participation in these discussions is rewarded with credits that enable students to return to the study/test/revise cycle if they mistakenly exit it too early. E-mail (and possibly SMS) is (are) used for notifications and reminders to bring back into the fold students who may not have been active enough in the Learning Management System (LMS) and to notify the instructor when there are new entries in the BBS so that instructor response-time can be minimized.

5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:
 - a. course objectives;
 - b. projects that require application and analysis of the course content; and
 - c. separate methods of evaluation for undergraduate and graduate students.

6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *.)

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course’s content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content “units” are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

<u>Week</u>	<u>Topic</u>
1	The Nature of Economics & the Economic Problem (Review of ECN 2801G) <ul style="list-style-type: none"> • Scarcity • Opportunity cost • Production possibilities • Economic growth & the expansion of possibilities
2-3	Demand, Supply, and the Competitive Equilibrium (Review of ECN 2801G) <ul style="list-style-type: none"> • Competitive markets • The demand curve • The supply curve • Market equilibrium, shortages, and surpluses • Changes in demand • Changes in supply • Government price restrictions in markets
4	Elasticity <ul style="list-style-type: none"> • Price elasticity of demand • Income elasticity of demand • Cross-price elasticity of demand • Price elasticity of supply
5	Consumer Choice <ul style="list-style-type: none"> • Preferences • Utility • Law of diminishing marginal utility • Relationship between diminishing marginal utility and demand
6	Production and Cost <ul style="list-style-type: none"> • Measuring profit for a firm • Short-run production and cost measures • Long-run costs

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|-------|---|
| 7-10 | Market Structures: The Two Extremes <ul style="list-style-type: none">• Perfect competition• Monopoly |
| 11-13 | Market Structures: Imperfect Competition <ul style="list-style-type: none">• Oligopoly• Game Theory• Monopolistic competition• Antitrust and Regulation |
| 14-15 | Resource Markets <ul style="list-style-type: none">• Derived demand• Marginal revenue product and the demand for labor• Labor supply• Markets for labor and wage determination• Capital markets |

PART IV: PURPOSE AND NEED

1. Explain the department's rationale for developing and proposing the course.

- a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.** This course is part of a standard two-semester sequence introducing the student to the discipline of economics, which is the study of how humans deal with the fundamental economic problem of scarcity. Thus, it is appropriate for inclusion in the general education program under "Social and Behavioral Sciences." It contributes to students' efforts to enhance their literacy and communication skills by requiring them to read and listen critically, by providing opportunities to participate in guided discussions, and by requiring and assessing written work. The content is highly analytical allowing students to develop intellectual habits including curiosity and critical thinking.
- b. If the course or some sections of the course may be technology delivered, explain why.** Some sections of the course may be offered online to allow students who do not reside near Charleston, IL to enroll in this course. This is a course that is required at many universities for degrees in several majors, and is also included in most universities' general education programs. Adding online sections will enhance the availability of this course to students beyond those currently enrolled at EIU.

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.

The only prerequisite is ECN 2801G or ECN 2891G. This course begins with a quick review of beginning material, but moves into microeconomics after a few weeks. This course is a continuation of the first section of material covered in ECN 2801G. The content and requirements of the course are consistent with the 2000-level.

3. If the course is similar to an existing course or courses, justify its development and offering.

This course is a revision of the existing ECN 2802G. Otherwise, this course does not overlap with any existing course. This course provides the foundation for many other economics courses, thus its ideas and concepts are revisited and expanded upon in subsequent courses.

- a. **If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.**
- b. **Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.**

4. Impact on Program(s):

- a. **For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.**

This course is a required course for both economics majors and minors. In addition, the course is required of all majors in the School of Business. It is an approved elective in several other programs.

- b. **For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.**

If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.

PART V: IMPLEMENTATION

1. **Faculty member(s) to whom the course may be assigned:** This course may be taught by any member of the Economics Department. Online sections may only be offered by faculty who have documented satisfactory training pursuant to the technology-delivered course policy. The first online section will be taught by Dr. James Bruehler.

If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

2. **Additional costs to students:** None.

Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)

3. **Text and supplementary materials to be used (Include publication dates):**

Mankiw, N. Gregory. *Principles of Microeconomics, 5/e*. Mason, OH: South-Western Cengage Learning, 2009.

PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

A community college course may be judged to be equivalent to this course.

PART VII: APPROVALS

Date approved by the department or school: March 24, 2011

Date approved by the college curriculum committee: **March 25, 2011**

Date approved by the Honors Council (*if this is an honors course*):

Date approved by CAA: April 7, 2011

*In **writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

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