

Professor: Laura Jackson Young
Meeting Times: Monday/Thursday 11:00am – 12:20pm (AAC360)
Office: Adamian Academic Center (AAC) 173
Office Hours: Monday 10-11am, Thursday 3:30-4:30pm, and by appointment (via Zoom)
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Course Description

This course is designed to be a rigorous introduction to the economic way of thinking. You are expected to work hard, actively participate, ask questions whenever you are uncertain and perform to the best of your ability.

The goal of the course is to provide you with the analytical tools and intuition necessary to analyze important topics in the economics framework. The science underlying the study of economics considers how economic agents (consumers, firms, and society as a whole) make decisions and how to allocate scarce resources. This semester will focus on microeconomics – considering decisions within individual markets and how actions of the government or external events affect the incentives facing members of the economy and how they might respond.

By the end up of the course, you should be comfortable discussing how firms and consumers make decisions, how various market structures determine prices, and how decisions are made at the margin. You will develop the skills to understand and analyze current economic issues and are encouraged to apply the topics from class while reading news articles and economic research.

Course Goal and Learning Objectives

Goal: The introduction of basic tools of economics: marginal analysis and demand and supply, in order to study resource allocation and interactions amongst consumers, firms and governments.

Learning Objectives:

- I. **Knowledge:**
 - a. The fundamental economic problem in the presence of scarcity
 - b. Understand demand and supply analysis, market mechanisms and consequences of government interference
 - c. Understand analysis of the firm and the working of the firm and industry within different market structures; perfect competition, monopolistic competition, oligopoly, monopoly
- II. **Skills:**
 - a. Acquire graphical and other analytical skills/methods as applied to problem-solving in the context of economic theory
 - b. Develop the ability to correctly choose and apply appropriate analytical tools

III. Perspectives:

- a. Appreciate the power of incentives and marginal analysis to change behavior at individual and firm levels

Course Materials

You are expected to be able to access all electronic course materials. It is your responsibility to review the course syllabus as soon as possible to determine what resources or materials you must use in the course.

Required Textbook: Principles of Microeconomics, 9th Edition, Mankiw, N.G. + MindTap

Note that **you will need to purchase access to the MindTap online learning platform** to complete practice and graded homework assignments. This will include an e-book version of the text. To register for MindTap, please follow the link on Brightspace. If you are a new user to the Cengage platform, the cheapest option is to purchase a 1-semester, Cengage Unlimited subscription. If you are a returning user and have a Cengage subscription, login with your existing username and password. The system should recognize your account. When you create an account on MindTap, please use your **Bentley** email. Once registering, you will always access MindTap via our course Brightspace site. All homework assignments and textbook readings will be linked through the course modules.

It is up to your discretion if you want to purchase a hard copy. Directly from Cengage, you have the option to rent a print version or purchase a loose-leaf version. Alternatively, a better strategy may be to search online for a cheaper copy of a past edition if you just want a supplemental resource to read.

The electronic version of the textbook on MindTap is also equipped with “Content Clips” embedded throughout the interactive e-reader. The short videos provide a visual representation of important terminology throughout the course. Additionally, MindTap offers “Video Problem Walk-Throughs” which provide further explanations of difficult concepts and common homework roadblocks.

Free Trial: If you are unable to pay at the start of the semester, you may choose to access MindTap until 11:59 PM on **9/21/2023** during your free trial. After the free trial ends, you will be required to pay for access. Please note: At the end of the free trial period, your course access will be suspended until your payment has been made. All your scores and course activity will be saved and will be available to you after you pay for access.

System Check: To check whether your computer meets the requirements for MindTap: <http://ng.cengage.com/static/browsercheck/index.html>

Additional Materials:

I have posted a selection of articles on Brightspace that we will discuss throughout the semester. The [Course Schedule](#) highlights the material outside of the textbook that we will be using. *Course*

Materials on Brightspace has a subfolder with supplemental readings and/or resources for the Econ Link exercises (see below). The news articles, podcasts, and research articles provide applications and a broad context for the material covered in each chapter. These should help to motivate the discussion of each topic. I will expect you to have read/listened to the piece before class so that you can contribute to the discussion. The material from the articles may also appear on exam questions.

General Questions

A link to the course Discussion Boards is included on the course Brightspace page. The first forum is open to pose general economics-related questions or to identify specific topics that people would like to review further in class. I will check this regularly.

Grading and Assessments

Evaluation for the course will be based upon:

Assessment Type	Weight
MindTap Online Homework (Will drop lowest assignment grade)	15%
Econ Link and Other Assignments	20%
Mid-term Exam 1	20%
Mid-term Exam 2	20%
Final Exam	25%

If you have any questions or concerns about your grades, please make an appointment to meet with me. I will post all assignment and exam scores on Brightspace. Overall course grades are calculated according to the weights described above. The University Grading Scale applies.

MindTap Assignments:

MindTap is an online learning platform designed specifically in conjunction with the Mankiw *Principles of Microeconomics* textbook. You will have access to an interactive e-book built to facilitate active learning via the capacity to highlight important sections, flashcards, knowledge checks, and metrics measuring your progress. Working through applications of course material is the most beneficial way to build confidence with core economics concepts.

You may attempt each assignment up to three times and retain the highest score. **No late homework will be accepted, and late submissions will earn a score of zero.** The lowest homework grade will be dropped when computing final grades.

Each chapter has two types of MindTap assignments: graded and practice. You are required to complete the graded exercises. These are a great way to test your knowledge and they are useful in preparing for exams. I encourage you to work together on these assignments, but everyone must equally contribute and you are responsible for submitting your own assignment. **I will specify the due dates for the graded assignments according to how much material we cover during the class meetings. I will update the [Course Schedule](#) with any changes.** The practice problems are optional and are extra opportunities to work through the material.

Econ Link:

One of the most valuable takeaways from an introductory economics course is an understanding of how to think critically about real-world applications of economic theory. You will quickly recognize the concepts learned in the course becoming relevant in your everyday life.

Throughout the semester, you will listen to podcasts, read short articles, or consider interesting scenarios in which economic concepts can be applied. You must write a 1-2 paragraph post for a *Discussion Board* on Brightspace explaining how the topic links to the course using the economic way of thinking. For some chapters, I will ask you to prepare something outside of class for an activity we will work through together. You can find a grading rubric for the Econ Link on Brightspace and I will explain more details in class.

I will provide specific due dates for the posts associated with each chapter as we progress through the course. **You must submit your posts on time, as we will discuss them in class afterwards. Any Econ Link post submitted late (but within 24 hours) will be worth a maximum of 75% credit, 50% if submitted within 48 hours, and zero credit after 48 hours.**

Additionally, each student will be required to [sign up](#) to present an original Econ Link case study. At the beginning of class on the day you've selected, you will provide a 5-minute presentation on a situation from the news and/or current events in which one can use economic concepts to analyze the scenario. Before the start of class, you must submit your article from a current, reputable news source via the link on Brightspace.

Other Assignments:

You will occasionally work on other written or in-class assignments either individually or in groups. Many of these will be graded based on completion while others (i.e. debates, constructing stakeholder maps, etc.) have formal grading rubrics. I will distribute the rubrics in advance of each of these assignments. Based on how much material we cover in each meeting, I will announce the dates for these assignments accordingly.

Exams:

The exams will cover the material presented in class, readings scheduled outside of class, and the homework assignments. The exams will consist of multiple-choice questions, mathematical problems, and short-answer problems.

Provisional Timeline for exams:

- Mid-term 1: Thursday, October 5
- Mid-term 2: Thursday, November 9
- Final Exam: Thursday, December 14 (3 – 5pm)

Material covered for Mid-term 1: Chapters 1, 2, 3, 4, 5

Material covered for Mid-term 2: Chapters 6, 7, 10, 13 (TBD – may move to Final)

Material covered for the *cumulative* Final: 3, 4, 5, 6, 7, 10, 13, 14, 15, 16, and 17 (TBD)

*Note that chapters 1 and 2 are excluded from coverage for the Final exam

Missed Exams: You are forewarned well in advance to properly schedule your time and make effective arrangements to avoid potential conflicts. If you must miss one of the Mid-term exams, for example due to illness, religious observations, or University-sponsored activities, **you must present a valid, documented excuse in advance of the scheduled assessment.** It is up to my discretion whether to accept your note. *If you have prior commitments for the date of the final exam that preclude you from completing the assessment, you should not be enrolled in this class.*

Class Participation:

I expect all students to actively participate during lectures and class discussions. Our class meetings will be the best way to learn and understand the material. We will regularly discuss applications of the economic concepts learned in class via news articles and current events. You should familiarize yourself with the material before class so that you can contribute to the discussion. This will help to enhance your understanding of the material and improve your critical thinking skills. Furthermore, this will make the class more engaging and interesting for all.

I expect that everyone will be reading critically through any articles for class and come prepared to discuss the main points and how they relate to the course content. In addition, we will work through in-class exercises during most class meetings. I will frequently ask students to share their answers and ideas with the class and I encourage you to at least try and answer to the best of your ability. I do not care if you always get the right answers, but I want you to be able to think and apply the concepts we are covering in class. Do not hesitate to come meet with me if there are topics with which you are struggling and need additional review.

Office Hours

I will hold office hours in person/via Zoom on Mondays from 10-11am and Thursdays from 3:30 – 4:30pm ET. Please email me to schedule an appointment outside of these times.

[Join Zoom office hours here](#) or go to [Bentley.Zoom.Us](#) and join the session by entering the meeting ID: **974 2022 9367**.

Information on Resources for Additional Learning Opportunities

There are several University resources available to aid students in learning and ensure that learning occurs in a high-integrity environment.

The Howard A. Winer '58 Lab for Economics, Accounting and Finance (LEAF)

The LEAF provides a welcoming and inclusive learning environment where students are encouraged to seek academic support for their Economics, Accounting and Finance courses. Students utilizing the LEAF will find knowledgeable peer tutors ready to help their colleagues to thrive in the Bentley business curriculum. The LEAF opens on Monday, September 18th for the semester. The LEAF's hours of operation will be Sundays from 5:00pm – 9:00pm and Mondays through Thursdays from 12:30pm – 9:00pm. LEAF tutoring takes place in-person at Lindsay 21. No booking is needed, and you may view an updated schedule of available tutors online at <https://teamup.com/ksdfy3b4j4jy5wzghp>. For additional information and queries, please visit <https://www.bentley.edu/centers/leaf>.

Tutoring: You may have private tutors or lab assistants help you understand the material, however I recommend that you seek help from me first for a better understanding of course material. I expected you to notify me if you are frequently using a tutor or lab assistant. Tutors or lab assistants may NOT complete assignments on behalf of a student.

ESOL Center

The ESOL Center offers writing and speaking support to students who are English Speakers of Other Languages (ESOL). Our faculty tutors specialize in working with multilingual writers and offer feedback on writing for all courses at any stage from brainstorming and drafting to the final editing point. In addition, students can receive help and practice with grammar, source documentation, Power Point slides, oral presentations, pronunciation, and speaking fluency.

The ESOL Center is located on the lower level of the Bentley Library, room 026. Appointments can be scheduled through <https://bentleyesol.mywconline.net> or by dropping by the ESOL Center to see if a faculty tutor is available.

Writing Center

The Writing Center offers one-on-one tutoring—for writing and presentations—to students of all years and skill levels. Located on the lower level of the Bentley library (room 023) and online at bentley.mywconline.net, the Writing Center provides a welcoming and supportive environment in which students can work on writing or presentations from any class or discipline. Students are encouraged to visit at all stages of the process; they can come with a draft or an outline. They can come to get feedback on their presentation delivery or slides. Or they can come in with just some initial thoughts and questions.

Fall/Spring Hours: Staffed by highly skilled student tutors, the Writing Center is open six days a week. Conferences will be available in-person and online. Walk-in sessions are available, but appointments are encouraged and can be made at bentley.mywconline.net. For specific hours and additional information, please visit the [Writing Center SharePoint site](#).

Mathematics Learning Center

The Mathematics Learning Center provides drop-in tutoring to undergraduate and graduate students enrolled in mathematics or statistics courses at Bentley. The goal is to have students leave a tutoring session with an increased understanding and confidence in their own ability to do mathematics.

For more information on the Mathematics Learning Center, including hours and how to book a personal tutor, visit the following link: <https://www.bentley.edu/offices/academic-services/mathematics-learning-center>

Academic Integrity

Learning is a privilege that demands responsibility. At Bentley, students and faculty are members of an academic community that supports integrity both inside and outside the classroom. The expectation at Bentley is that students will take advantage of the opportunity for intellectual

development and, in doing so, will conduct themselves in a manner consistent with the standards of academic integrity. When these standards are violated or compromised, individuals and the entire Bentley community suffer. Students who engage in acts of academic dishonesty not only face university censure but also may harm their future educational and employment opportunities. In other words, don't use unauthorized materials on exams, don't plagiarize someone else's work, and make sure that your collaborations are conducted in accordance with university and course policy.

All students have access to Bentley's [Academic Integrity Policy](#) and the [Student Handbook](#). The best way to avoid a problem is to consult with me before taking any action that might constitute a violation.

The following guides provide context for the Academic Integrity policy and Honor Code.

Plagiarism and AI Policy

Under no condition is plagiarism excusable. Any idea or language that did not originate with you must include a citation. Additionally, you may not submit work as your own which had been completed by others, including AI tools. For help in avoiding plagiarism, please visit: [Owl English link](#) or [Plagiarism link](#). For this class, you may use your preferred citation method. The Bentley library webpage provides very helpful guidance on citing sources ([Bentley Library Guide Citing Sources link](#)).

The use of generative AI tools (e.g., ChatGPT, etc.) is permitted in this course for the following activities:

- Brainstorming and refining your ideas
- Finding information on your topic
- Checking grammar and style

The use of generative AI tools is **not** permitted in this course for the following activities:

- Writing a draft of a writing assignment
- Writing entire sentences, paragraphs, or papers to complete class assignments
- Completing group work that your group has assigned to you
- Composing Discussion Board prompts

Your use of AI tools must be properly documented and cited. [APA](#), [MLA](#), and [CMS](#) have provided guidelines on proper citation of AI. Any assignment that is found to have used generative AI tools in unauthorized ways will result in a score of zero and an Academic Integrity report will be filed.

Exams

Under no circumstances are you permitted to seek or use unauthorized assistance, including physical documents, electronic documents, cell phones, or "Homework Help" sites like Chegg. Assessments are designed to test an individual student's knowledge, so students are not to seek consultation of another human being. The work you submit must be exclusively your own, derived only from the contents of your mind. That is the only way to learn and the only approach

consistent with our Honor Code and Bentley's values.

Other Relevant Course Information

Student Behavior and Inclusion

Our university does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color or national origin. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration. Personal and professional courtesies are especially important to me. My class roster has your preferred name, but I will happily address you by an alternate name and/or pronoun. Just let me know your preference early in the semester.

Everyone in this class has different life experiences and perspectives, and all are valid. As the instructor, I will do my best to behave maturely and respectfully in all our class-related engagements and I expect students to do the same. We are all expected to adhere to Bentley standards of appropriate conduct, known as the '[Bentley Core Values](#).' If you feel that I or anyone in this class has acted outside the Bentley Core Values, please come to me so that we may discuss your experience. If you do not feel comfortable coming to me with your concerns, I encourage you to speak with someone in the Office of Academic Advising: 781.891.2803, academic_services@bentley.edu, Jennison 336. My goal is to work with all of you to create an inclusive educational environment in which different experiences and perspectives enhance learning rather than distract us from it.

Information for Students Who Require Special Accommodations:

Bentley University abides by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 which stipulate no student shall be denied the benefits of an education solely by reason of a disability. If you have a hidden or visible disability which may require classroom accommodations, please call Disability Services within the first 4 weeks of the semester to schedule an appointment- **781.891.2004, Jennison 336**. Disability Services is responsible for managing accommodations and services for all students with disabilities.

Bias Incident Response

The Bias Incident Response Team (BIRT) provides students affected by bias or bias-related incidents with access to appropriate resources. Where appropriate, BIRT assists the University in its response to situations that may impact the overall campus climate related to diversity and inclusion. Working closely with appropriate students, faculty, committees, organizations, and staff, BIRT plays an educational role in fostering an inclusive campus community and supporting targeted individuals when bias or bias-related incidents occur. More information about BIRT and how to file a bias incident report can be found at: <https://www.bentley.edu/offices/student-affairs/birt>

SETS

Bentley uses information from SETs as an input in faculty tenure, promotion, and raise decisions. Completing the online SETS for this class is considered part of your course requirements.