

Course: SS231-N3 Microeconomics
Credit: 3 Semester Hours
Semester: Spring 2025 Session 2 March 17 – May 9, 2025
Date: Thursday 6:00pm-9:00pm
Instructor: Mickey Ary (adjunct)
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DESCRIPTION

This course is a basic study of economic principles with emphasis upon microeconomics. It includes a study of economics of the firm, consumer-demand theory, and current problems.

OBJECTIVES

General competencies to be achieved. The student will:

1. Understand the concept of comparative advantage as it relates to trade among nations. (PLO 2, Assess A, B)
2. Recognize why and how nations develop international trade policies. (PLO 2, Assess B)
3. Identify the determinants of exchange rates. (PLO 4, Assess B, C, D)
4. Recognize the economic implications of consumer choice. (PLO 2, Assess A)
5. Develop an economic way of thinking about costs. (PLO 1, Assess C, D)

Specific competencies to be achieved. The student will:

1. Understand how production costs are determined for a firm. (PLO 2, Assess A)
2. Analyze the role of competition and profits in economic systems. (PLO 4, Assess B, C)
3. Compare and contrast the concepts of competition and monopoly. (PLO 3, Assess B, D)
4. Understand the theory of oligopoly. (PLO 2, Assess A, C)
5. Apply profit maximization principles to the firm. (PLO 1, Assess B, D)
6. Evaluate the link between productivity and earnings. (PLO 2, Assess C)
7. Understand the role of the stock market and capital investment decisions. (PLO 2, Assess A, D)

REQUIREMENTS

1. Read text, complete assignments, and participate in forum activities.
2. Student must submit work and participate each week.
3. Complete course materials according to the prescribed schedule found in Canvas.
4. Interact with the professor and students.
5. Complete the final examination questions.

METHODS

- A. Lecture (Recorded & PowerPoint with notes)
- B. Reading and writing assignments
- C. Student Participation – discussion in online forum, assigned interaction. Students must follow guidelines for “Substantive Posts” at the end of this syllabus to receive full credit.
- D. Final Exam or Paper (Instructor reserves the right to assign a paper instead of a final exam.)
- E. Course Grading:
 1. Reading, Assignments, & Response Papers 50%
(No credit is given for partial reading)
 2. Discussion, Participation, & Interaction 25%
 3. Final Exam or Paper 25%

Students with disabilities have the responsibility of informing the DSS Coordinator (aso@calvary.edu) of any disabling condition that may require support.

Plagiarism is defined as copying any content without identifying the source. This also includes taking another person’s or AI entity’s ideas or constructs and presenting them as your own. Plagiarism of any kind will not be tolerated. Most assignments at Calvary require the student to produce original work. Therefore, unless specifically permitted by the instructor, the use of AI-generated content is prohibited (even if cited) as it does not represent original work created by the student and is an unreliable aggregate of ideas from other sources. AI, however, may be utilized in cases where the instructor has explicitly permitted its use to accomplish specific tasks. It is only in these cases that AI-generated (or modified) content may be submitted by the student. If there are any questions as to the permissibility of AI use for an assignment, please ask your instructor for clarification.

All class papers must follow the APA style according to the *Publication Manual of the American Psychological Association, 7th edition*.

The Clark Academic Center (learning@calvary.edu), located in the library building, is dedicated to providing free academic assistance for all students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams and facilitate tests. Please take advantage of this service.

MATERIALS

- A. The Holy Bible, www.gatewaybible.com, Price: \$0
The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (meaning that the translation is generally word-for-word from the original languages), including any of the following: New American Standard (NASB, English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (paraphrases, and thought-for-thought translations like NLT and NIV) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.
- B. Reynolds, R. Larry. *Basic Microeconomics: An open college textbook* , Textbook Equity, ISBN: 978-146117581X Retail Price: \$27.72 Amazon (Amazon has link for PDF)

VI. TENTATIVE CLASS SCHEDULE: Check Canvas.

Date/Week	Class Topic Description
Week 1	<ul style="list-style-type: none"> • Course introduction & front matters
Week 2	<ul style="list-style-type: none"> • Students must read text assignment (see Canvas). • Complete Questions and Problems assigned in Canvas.
Remaining classes	<ul style="list-style-type: none"> • Students must read assigned chapters • Instructor will give assignments • Participate in the previous week’s discussion • Exam or paper due last day of class

RUBRIC FOR THE EVALUATION OF WRITTEN ASSIGNMENTS

CRITERIA	NEEDS IMPROVEMENT Minimum Points	SATISFACTORY Medium Points	EXCEPTIONAL Maximum Points
CONTENT 75%	<p>The writer does not demonstrate cursory understanding of subject matter, and/or the purpose of the paper is not stated clearly. The objective, therefore, is not addressed and supporting materials are not correctly referenced.</p> <p><i>48.9 or FEWER POINTS</i></p>	<p>The writer demonstrates limited understanding of the subject matter in that theories are not well connected to a practical experience or appropriate examples, though the attempt to research the topic is evident, and materials are correctly referenced.</p> <p><i>49 to 65.9 POINTS</i></p>	<p>The writer demonstrates an understanding of the subject matter by clearly stating the objective of the paper and links theories to practical experience. The paper includes relevant material that is correctly referenced, and this material fulfills the objective of the paper.</p> <p><i>66 to 75 POINTS</i> Grade:</p>
ORGANIZATION Including Readability & Style 20%	<p>Paragraphs do not focus around a central point, and concepts are disjointedly introduced or poorly defended (i.e., stream of consciousness).</p> <p>The writer struggles with limited vocabulary and has difficulty conveying meaning such that only the broadest, most general messages are presented.</p> <p><i>15.9 or FEWER POINTS</i></p>	<p>Topics/content could be organized in a more logical manner. Transitions from one idea to the next are often disconnected and uneven.</p> <p>Some words, transitional phrases, and conjunctions are overused. Ideas may be overstated, and sentences with limited contribution to the subject are included.</p> <p><i>16 to 18.9 POINTS</i></p>	<p>The writer focuses on ideas and concepts within paragraphs, and sentences are well-connected and meaningful. Each topic logically follows the objective and the conclusion draws the ideas together.</p> <p>The reading audience is correctly identified, demonstrated by appropriate language usage (i.e., avoiding jargon and simplifying complex concepts). Writing is concise, in active voice.</p> <p><i>19 to 20 POINTS</i> Grade:</p>
FORMAT 4%	<p>The paper does not conform to Turabian or APA style. Students must use one or the other correctly.</p> <p><i>0 POINTS</i></p>	<p>The paper does not conform completely to Turabian or APA style (e.g., margins, spacing, pagination, headings, headers, citations, references, according to the appropriate style guide).</p> <p><i>Up to 2 POINTS</i></p>	<p>The paper is correctly formatted to style (e.g., margins, spacing, pagination, headings, headers, citations, references, according to the <i>appropriate style guide</i>).</p> <p><i>2.1 to 4 POINTS</i> Grade:</p>
GRAMMAR, PUNCTUATION, & SPELLING 1%	<p>The writer demonstrates limited understanding of formal written language use; writing is colloquial (i.e., conforms to spoken language). Grammar and punctuation are consistently incorrect. Spelling errors are numerous.</p> <p><i>0 POINTS</i></p>	<p>The writer occasionally uses awkward sentence construction or overuses and/or inappropriately uses complex sentence structure. Problems with word usage (e.g., evidence of incorrect use of Thesaurus) and punctuation persist causing difficulties with grammar.</p> <p><i>0.5 POINTS</i></p>	<p>The writer demonstrates correct usage of formal English language in sentence construction. Variation in sentence structure and word usage promotes readability. There are no spelling, punctuation, or word usage errors.</p> <p><i>1 POINT</i> Grade:</p>