Microeconomics Principles (ECON 2302.H01, HONORS)
Fall 2011
Texas A&M University-Corpus Christi
College of Business

Instructor: Dr. Deniz Gevrek
Section & Location: Section H01, Honors, Tuesday & Thursday 9:30-10:45am; IH 162
Office Hours: Tue: 11:00am-2pm and Wed: 1:00-4:00pm or by appointment.
Office: OCNR 366
E-mail: deniz.gevrek@tamucc.edu
Phone: (361) 825 3601
Course Web Page: all course materials will be posted on Blackboard 9, https://iol.tamucc.edu/


Prerequisites: MATH 1314 or equivalent.

Course Description:
The main objective of this course is to teach you to think and approach economic problems “like an economist.” To achieve this, this course will endow you with the tools that will help you understand and analyze the economic issues. We will mainly explore microeconomic subjects such as scarcity and choice, opportunity cost, demand and supply, equilibrium, consumer behavior, elasticity, production costs, perfect and imperfect market structures and models of the modern market price system. This course satisfies the economics component of the University core curriculum.

Additionally, this Honors section of Econ 2302 will help students actively develop the three basic tenets of the Honors Program (critical thinking, research and writing) as well as the six intellectual skills emphasized by the University Core Curriculum Program (reading, writing, speaking, listening, mathematical competency and critical thinking) by requiring an Applied Economics Project and a Junior Achievement Project in addition to tests, quizzes and other assignments.

Learning Objectives:
By the end of this course, the students will be able to:
1. Understand the structure of a market for a particular good or service and the efficiency to which economic resources can be allocated through the market system.
2. Understand the concept of elasticity and its applications in pricing decisions and in assessing the burden of a per unit tax.
3. Be cognizant of the factors that influence whether or an individual purchases a good or not which leads to the goal of satisfaction (utility) maximization.
4. Identify the four market structures that a firm could be part of and the differences between those market structures.
5. Understand the role of marginal analysis in determining the optimum level of production and prices.
6. Effectively review and prepare for the Major Field Test for business majors.
Furthermore, throughout this course Honors Program students will:

7. understand how the social, political, and institutional environment influences the economic incentives of nations, firms and individuals,
8. synthesize and integrate information from assigned readings to enhance their analytical, critical thinking, written communication, and graphical presentation skills through the preparation of a major Applied Economics Project,
9. apply their communication, presentation, speaking, interpersonal, team-building, leadership, time-management and project-management skills in the planning, organizing, and implementing a community service learning project with Junior Achievement, and
10. synthesize and integrate data from their Junior Achievement project to enhance their analytical, critical thinking, written communication, and graphical presentation skills through the preparation of a report on Junior Achievement experience,
11. help educate community on basic economic principles by participating in the Junior Achievement project that involves teaching elementary school students economics for 5 weeks.

Honors Program Standards
The instructor assumes that students enrolled in this course are good-faith honors students. Bona fide honors-program behavior is distinguished in the following ways:

- Students read assignments on time, completely to the last page. They know that reading is only the first step; they work toward taking command of the material, and they come to class with serious responses and a willingness to learn.
- Students do not assume that an assignment is legitimate only if it will be “tested.” The work is done for its own sake. Students also make connections between the material at hand and what has been explored in previous classes.
- Students expect that they will attend 100% of the time and make home arrangements that this will happen. They don’t assume that there are a certain number of allowable “skips.” Barring natural catastrophes, faithful attendance and preparation are expected.
- Students assume that open and equitable discussion and critique is the soul of an honors course. Everybody listens attentively to the instructor and to each other. Everybody participates. Students don’t put the burden on the teacher or on other students to originate or maintain discussion. They themselves take on the responsibility to keep some class members from dominating others, and they do it by offering their share of talk and thinking of questions that will help the class explore course content more deeply.
- Students think “outside the box” and are not afraid to take risks and try out new things.

Major Field Test
The Major Field Test (MFT) is required for all students pursuing the Bachelor of Business Administration degree and will be administered in the MGMT 4388, Administrative Policy and Strategy course. To prepare for this test, business majors are advised to retain their class notes, textbooks and other relevant materials from this class and the other business core courses and to fine-tune their readiness for the MFT by completing the online MFT review available through the COB website at www.cob.tamucc.edu

Relationship to Other Courses:
This course assumes the student has completed the mathematical prerequisite. The student will have an opportunity to apply quantitative skills introduced in other courses to solve economic problems. In addition, this course will emphasize the following specific skills: mathematical competency, critical thinking, writing, reading, listening and speaking. The emphasis on the development of these specific skills in this course should benefit the student in other courses undertaken regardless of major.
Instructional Methodology:
In addition to lectures the class will be interactive. A variety of learning methodologies will be used, such as: tests, class discussions, team activities, Junior Achievement Project, Applied Economics Project, and quizzes.

How to succeed:
Part of your responsibility as a TAMU-CC student is to attend classes and take notes. This is an essential part of the learning process. Please see my attendance policy below for more details. I will post on the BlackBoard website some lecture materials, but not detailed lecture notes. Attendance to the class and keeping up with the readings are essential to pass this course. Do not forget that it is in your best interest to finish the reading assignment before each class. The detailed class schedule, which is subject to changes and revisions throughout the semester, is on the last page of this syllabus should tell you which chapters to read before you come to class. The class notes and the textbook are complementary to each other so use them both preparing for the tests. Starting from basic concepts, we will proceed to much more complicated ones, do not get overconfident with you and keep hard work. I also encourage you to work in study groups.

Attendance Policy:
Students are held responsible for class attendance. Class attendance is a necessary but not sufficient condition for active class participation and satisfactory course performance. Students absent from classes are responsible for making arrangements to submit assignments due, material discussed, and announcements made in class. Assignments missed due to absences cannot be made up except for illness or other emergencies, in which case a doctor’s note or other official documentation is required to accompany the assignment.

Performance Evaluation and Grading:
Your grade will be based on two midterm exams, quizzes, attendance, an Applied Economics Project, a Junior Achievement Project, and a final test. The first midterm is on Thursday, September 29, will cover material up to and including lecture 10. The second midterm is on Thursday, November 3 will cover lectures 12-20. These two midterm scores will make up 40% of your final grade (each 20%). There will be NO MAKEUP tests under ANY circumstances, DO NOT make any plans for these days. Please read on for my policy on missed examinations.

In addition, I will also give 12 (one bonus quiz), of which the best 8 will count towards your grade. 8 best will make up 8% of your grade (each quiz is worth 1%). The quizzes will be posted online on the Blackboard 9 webpage on each Friday 12 pm (noon) and will be due by the next Tuesday at 7.00 am. There will be a quiz every week except for 4 weeks. Please see the tentative class schedule on the last page to find the exact dates of 12 quizzes. There will be NO MAKEUP quizzes under any circumstances. If you miss a quiz you will get zero points for that quiz with no exception.

Attendance will make up 7% of your grade. We will meet 29 times and I will take attendance during the 27 classes except for the two days we have midterm exams. While I will take attendance every class, a student gets the full 7% as long as s/he attends 20 classes. Students entering class 10 minutes past the class start time will lose half of their attendance grade, students who are late more than 20 minutes receive zero for attendance. Students who engage in fraudulent activity regarding attendance even once (i.e., students who are absent but have their friends sign the attendance sheet in place of them) lose all 7% of the attendance grade and face disciplinary action.

The final test will be comprehensive, but will draw more heavily on lectures after the first midterm. Final makes up 20% of your grade. Registrar’s Office scheduled the final test on Tuesday, Dec 13, 8:00 a.m. – 10:30 a.m. at our regular class location. Do not plan to leave before this date because there is no makeup test for the final. University policy requires that you take the final exam at the time Registrar’s office determines. If you miss the final you will lose the 20% of your grade with no exceptions.
The **Applied Economics Project** will make up **10%** of your grade. You are expected to read *Freakonomics*, relate and apply economic concepts we learned in the class to this book and write an extensive book report using your critical thinking skills. Submit your assignment via turnitin.com, no hardcopy or e-mail attachments will be accepted. The deadline for the assignment is **Monday, December 5, 2011**. Details on your assignment are provided below.

There will be a **Junior Achievement Project that consists of 15%** of your total grade. The JA project is a service-learning, community engagement activity that requires each student to teach a 5-unit curriculum in delivering basic economic or business concepts to local elementary school students. Please see below for the details on the JA project.

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>8%</td>
</tr>
<tr>
<td>Attendance</td>
<td>7%</td>
</tr>
<tr>
<td>Junior Achievement Project</td>
<td>15%</td>
</tr>
<tr>
<td>Applied Economics Paper Project</td>
<td>10%</td>
</tr>
<tr>
<td>Midterm 1</td>
<td>20%</td>
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<tr>
<td>Midterm 2</td>
<td>20%</td>
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<tr>
<td>Final Exam</td>
<td>20%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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</tbody>
</table>

Your letter grade will be based on your cumulative number of points. The approximate letter grades will be as follows, but I reserve the right to adjust the cut-off points. I will use standard rules for rounding and the following conversion table for the absolute scale:

<table>
<thead>
<tr>
<th>Percent</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90.0 – 100.0</td>
<td>A</td>
</tr>
<tr>
<td>80.0 – 89.9</td>
<td>B</td>
</tr>
<tr>
<td>70.0 – 79.9</td>
<td>C</td>
</tr>
<tr>
<td>60.0 – 69.9</td>
<td>D</td>
</tr>
<tr>
<td>0.00 – 59.9</td>
<td>F</td>
</tr>
</tbody>
</table>

**Grading Policy:**

The dates of the two midterm exams, the final, projects as well as the quizzes are **fixed**. There will be **NO makeup tests, quizzes under any circumstances**. Missed exams generally will be treated as zeroes; only serious and substantiated medical, university related or personal emergencies may be accepted as legitimate excuses for a missed exam. No exceptions will be made for job interviews, Thanksgiving travel, or other non-academic activities. If you miss a midterm for a legitimate reason, then its weight will be shifted to other midterm and final, i.e. 10% will be shifted to the other midterm (other midterm will count as 30% of your grade) and 10% will be shifted to the final (final exam will count as 30% of your grade). If you fail to take any midterms, your final test will have a weight of 60%, but I strongly suggest you to not to put yourself in any of the above situations. Students who are athletes present an official letter from the University if any of the test dates causes conflict with their scheduled activities. This letter must be presented in **advance** to me.

Your grade is determined solely by your performance, not by the instructor’s. There will not be any additional credit opportunities after the final test to supplement your grade. You earn your grade based on your performance not based on your needs or wants. The main purpose of my policies is fairness. I believe in rewarding those people who take their responsibilities seriously.

**Course Withdrawal Policy:**

**THE LAST DAY TO WITHDRAW FROM A COURSE WITH AN AUTOMATIC “W” IS 2:00 PM, FRIDAY, November 4, 2011.** Please keep in mind that there is a maximum of SIX class withdrawals allowed during a student’s undergraduate career in Texas institutions.
Classroom/professional behavior:
Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

Classroom Etiquette:
Examples of classroom misconduct that may affect student evaluation include:
1. Habitually entering or leaving the classroom during class time without the consent of the instructor,
2. Using any telecommunication device (definition: Use of a mobile phone during class, including text messaging, surfing internet. Out of respect for your fellow classmates mobile phones are to be turned off and placed in your bag or pocket. If you are caught using a phone the instructor reserves the right to confiscate the phone and return it at her convenience.)
3. Talking or chit-chatting with other students, and any other activities that are disruptive to the learning environment are also not allowed.
4. Engaging in fraudulent activities regarding class attendance.

Students caught engaging in such activities should expect class or course dismissal along with a letter of reprimand placed in their academic files.

According to the University policy, no cell phone is allowed in a room when a test/exam is taken.

Academic Honesty:
This course, and all other courses offered by the College of Business (COB), requires all of its students to abide by the COB Student Code of Ethics (available online at www.cob.tamucc.edu). Provisions and stipulations in the code are applicable to all students taking College of Business courses regardless of whether or not they are pursuing a degree awarded by the COB.

Students who violate University rules on scholastic honesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the University. Since dishonesty harms the individual, fellow students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced.

Americans with Disabilities Act Compliance:
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office at (361) 825-5816 or visit the office in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Grade Appeals:
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University
Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

**Other Aspects of the Course:**

**Oral and Written Communication Content:**
Class discussion, active participation, quizzes, written report, as well as major examinations will provide an opportunity for evaluating students' performance in oral and written communications.

**Technology Applications:**
Students should strive to use current technological aids and use whatever visual aids would improve the quality of their learning process. The course syllabus and other course material will be available online. Students are encouraged to communicate with the instructor using the Internet. Students are expected to develop computer skills and to use the Internet. Students are encouraged to use financial calculators in class for team activities, class quizzes, and major examinations. Students may use computers in class for note taking and presentations.

**Ethical Perspectives:**
Decentralized decision-making in a market price system is emphasized. Outcomes of decentralized decisions are examined at the micro and macro levels of the economy. Class discussions are encouraged so that different perspectives may be openly examined. Positive (“what was done”) rather than normative (“what should have been done”) is generally the approach used in microeconomics since a competitive market decision is usually considered a desired outcome.

**Global Perspectives:**
Throughout the course, students will discuss and compare economic activities in the domestic economy to other economies of the world. The market price system in the U.S. is emphasized and compared to decision-making systems used in some other economies.

**Demographic Diversity Perspectives:**
There will be opportunities to compare and discuss demographic diversity in the course especially regarding the diversity of labor in the input markets.

**Political, Social, Legal, Regulatory, and Environmental Perspectives:**
The market price system is examined in detail throughout the course. How our society deals with property ownership (private vs. public), monopoly power (regulation vs. state ownership), and environmental issues (marginal costs vs. total costs) are continuing topics for discussion throughout the course.
<table>
<thead>
<tr>
<th>Lecture</th>
<th>Date</th>
<th>Subjects Covered</th>
<th>Chapters</th>
<th>Due each week on Tuesday at 7am*</th>
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</thead>
<tbody>
<tr>
<td>WEEK 1</td>
<td>1) Thu, Aug 25</td>
<td>Economics: Foundations and Models</td>
<td>1+Appendix</td>
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<td></td>
<td>2) Tue, Aug 30</td>
<td>Trade-offs, Comparative Advantage, Market System / Comparative Trade</td>
<td>2, Chapter 8 pp. 241-249</td>
<td>Bonus Quiz</td>
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<td>3) Thu, Sept 1</td>
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<td>WEEK 2</td>
<td>4) Tue, Sept 6</td>
<td>Supply and Demand</td>
<td>3 Quiz 1</td>
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<td>5) Thu, Sept 8</td>
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<td>WEEK 3</td>
<td>6) Tue, Sept 13</td>
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<td>Quiz 2</td>
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<td>7) Thu, Sept 15</td>
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<td>WEEK 4</td>
<td>8) Tue, Sept 20</td>
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<td>Quiz 3</td>
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<td></td>
<td>9) Thu, Sept 22</td>
<td>Start 4, Economic Efficiency, Government Price Setting, and Taxes</td>
<td>4 Quiz 4</td>
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<tr>
<td>WEEK 5</td>
<td>10) Tue, Sept 27</td>
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<td></td>
<td>11) Thu, Sept 29</td>
<td>In Class MIDTERM #1</td>
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<tr>
<td>WEEK 6</td>
<td>12) Tue, Oct 4</td>
<td>Finish 4</td>
<td>4 Quiz 5</td>
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<td></td>
<td>13) Thu, Oct 6</td>
<td>Elasticity: Responsiveness of S &amp;D</td>
<td>6 Quiz 6</td>
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<td>WEEK 7</td>
<td>14) Tue, Oct 11</td>
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<td>15) Thu, Oct 13</td>
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<tr>
<td>WEEK 8</td>
<td>16) Tue, Oct 18</td>
<td>Consumer Choice</td>
<td>9 Quiz 7</td>
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<td>17) Thu, Oct 20</td>
<td>Technology, Production, and Costs</td>
<td>10 Quiz 8</td>
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<td>WEEK 9</td>
<td>18) Tue, Oct 25</td>
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<td>19) Thu, Oct 27</td>
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<td>WEEK 10</td>
<td>20) Tue, Nov 1</td>
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<td>21) Thu, Nov 3</td>
<td>In Class MIDTERM #2</td>
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<tr>
<td>WEEK 11</td>
<td>22) Tue, Nov 8</td>
<td>Firms in Perfectly Competitive Markets</td>
<td>11 Quiz 9</td>
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<td>23) Thu, Nov 10</td>
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<td>WEEK 12</td>
<td>24) Tue, Nov 15</td>
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<td></td>
<td>25) Thu, Nov 17</td>
<td>Monopoly</td>
<td>14 Quiz 10</td>
<td></td>
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<tr>
<td>WEEK 13</td>
<td>26) Tue, Nov 22</td>
<td>Finish 14, start Monopolistic Competition</td>
<td>12 Quiz 11</td>
<td></td>
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<td></td>
<td>27) Thu, Nov 24</td>
<td>Thanksgiving-No Class</td>
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<tr>
<td>WEEK 14</td>
<td>28) Thu, Dec 1</td>
<td>Oligopoly and Game Theory</td>
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<tr>
<td>WEEK 15</td>
<td>29) Tue, Dec 6</td>
<td>Finish 13 and Review for the final</td>
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Tuesday, Dec 13, 8:00 a.m. – 10:30 p.m. FINAL TEST
Description:

The JA project is a service-learning, community engagement activity that requires each student to teach a 5-unit curriculum in delivering basic economic or business concepts to local K-12 students. This project is motivated by the wisdom that the best way to learn a subject matter is to impart its material to the uninitiated. This learning by doing activity promotes a better understanding of some economics and business concepts, and it provides an opportunity to apply those concepts to the daily life for both the student “volunteers” and the grade school students. Student performance will be evaluated according to the students’ participation records, student presentation in class and the elementary school cooperating teacher's evaluation using the standard Junior Achievement evaluation form. See the JA Guidelines below.

This activity aims at developing students with leadership, teamwork, collaboration and interpersonal skills. The project also instills the Honors Program “dispositions” of (1) remembering, (2) understanding, (2) applying, (4) analyzing, and (5) creating.

About Junior Achievement:

JA Worldwide is a partnership between the business community, educators and volunteers — all working together to educate grade-school students about workforce readiness, entrepreneurship and financial literacy through experiential, hands-on programs.

Junior Achievement programs help prepare young people for the real world by showing them how to generate wealth and effectively manage it, how to create jobs which make their communities more robust, and how to apply entrepreneurial thinking to the workplace. Students put these lessons into action and learn the value of contributing to their communities.

JA’s unique approach allows volunteers from the community to deliver our curriculum while sharing their experiences with students. Embodying the heart of JA, our classroom volunteers transform the key concepts of our lessons into a message that inspires and empowers students to believe in themselves, showing them they can make a difference in the world.
Source: Online http://www.ja.org/about/about.shtml

By the end of this project, the students will have an opportunity to:
1. appreciate the importance of economic and business concepts in everyday life;
2. interact and learn with a partner as a team;
3. apply the Core skills, particularly reading, writing, speaking and listening;
4. integrate the skills of communication into economic education;
5. appreciate the role of education in personal success and in community development;
6. serve as role models to the younger generation; and
7. be involved in the community by assuming the leadership role.
Project Requirements:

This **JA Project** requires each student to “teach” and then report to the class on a five-unit curriculum to an elementary school class. To accomplish this service learning activity, you must:

(1) successfully complete the one-hour JA Orientation and training for volunteers on ____ (a teaching curriculum packet materials will be handed out during the Orientation);

(2) find one more JA volunteer as a partner in or out of this class and decide on the local school, grade level and teaching curriculum with consultation of the assigned JA Coordinator;

(3) contact an elementary school teacher to set up a face-to-face appointment to discuss the curriculum (contact information will be provided during the Orientation);

(4) meet with the teacher to discuss the curriculum, the teacher's role and expectations, set up time to observe the class, and schedule your teaching times/dates;

(5) return the Teaching Confirmation Form to instructor by deadline indicated on the Form;

(6) review the JA curriculum materials and deliver the Junior Achievement curriculum as assigned;

(7) return your Verification Form to your professor **within one week** you complete all JA curriculum sessions; and

(8) complete a 2-page report summarizing the material presented in the teaching curriculum and the teaching/learning experience before the end of the semester (deadline: December 6).

**NOTE:** *You must wear appropriate attire.* Please observe what teachers are wearing. You may wish to ask your cooperating teacher what is and is not appropriate attire.

<table>
<thead>
<tr>
<th>JA PROJECT POINT DISTRIBUTION</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td><strong>JA Curriculum</strong></td>
<td></td>
</tr>
<tr>
<td>Fulfilled your obligations:</td>
<td></td>
</tr>
<tr>
<td>Attended a one-hour JA orientation</td>
<td>10 points</td>
</tr>
<tr>
<td>Turn in the Teaching Confirmation Form (within 2 weeks following Orientation)</td>
<td>5 points</td>
</tr>
<tr>
<td>Taught the Junior Achievement curriculum to the elementary class (five units)</td>
<td>75 points</td>
</tr>
<tr>
<td>Evaluation of your work by the cooperating teacher</td>
<td>25 points</td>
</tr>
<tr>
<td><strong>JA Curriculum Total</strong></td>
<td>115 points</td>
</tr>
<tr>
<td><strong>Post JA Program Report (due December 6th)</strong></td>
<td>35 points</td>
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<tr>
<td><strong>JA PROJECT TOTAL</strong></td>
<td><strong>150 points</strong></td>
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ECON 2302 Honors
Applied Economics Project Guidelines
By Dr. Deniz Gevrek

Paper Project:
For the project you are expected to read Freakonomics, and relate and apply economic concepts we learned in the class to the economic stories described in this book, write a report using your critical thinking skills. You are encouraged to utilize the study guide: http://files.harpercollins.com/OMM/StudentFREAKONOMICS.pdf. This project will give you a chance to associate economic concepts with real life. See the Guidelines below for further details. This paper project should be completed individually and is subject to the Student Code of Ethics below.

Objective:
The main purpose of the Applied Economics Project is to understand that economics is everywhere, and to associate and apply economic concepts we learned in the class to real-life events. To this end, each student will thoroughly read and understand Frekonomics, and relate the economic concepts we learned in class (research, listening, speaking, reading and mathematical competency skills), prepare an Applied Economics Paper by effectively communicating with the instructor and other students (writing, critical thinking and speaking skills), and apply the concepts we learned in class to the reading to complete a research project (listening and critical thinking skills).

This activity aims at instilling the Honors Program “dispositions” of (1) understanding, (2) applying, and (3) analyzing.

By the end of this project, the students will have an opportunity to:
1. develop the six Core skills,
2. develop the three Honors Program Core tenets (critical thinking, research and writing),
3. integrate the knowledge and skills from various disciplines (e.g., English, communication, history, political science and mathematics),
4. develop a global perspective in understanding economic and social issues.

Style and Format Details: read it TWICE, before you start and after you finish!
1. Use Word or save the file in Word or plain text format.
2. The assignment should be between 6-10 pages (each chapter of the book should make up at least 1 page of the report), you should use your own words and sentences (you are not to use quotations in the main text).
3. Your paper should approach each chapter of the book in two parts: the first part summarizes the content of the chapter, and the second part should explain how you apply an economic topic/concept to the subject.

Common Mistakes that Cause Point Deductions:
At least 1 point deduction applies to each violation of the above format requirements.
1. Missing discussion of the specific chapter (1-2 points)
2. Quotations are not allowed (not necessary) and they will be included in the Matching Report: You are required to write a “summary” in your OWN words.
3. Writing length too short (2-10 points, 2 points for each page below requirement)
4. Late submissions receive zero.
5. Three or more grammatical, typos or other writing errors, or illogical sentences (2-6 points). You are recommended to seek tutorials before submitting your assignment (get someone read it once).
Assignment only accepted through Turnitin (see next page). I will not accept assignments via e-mail, hard copy etc.

Due Date: Monday, December 5, 2011, 11:59 PM

ECON 2302
Applied Economics Project
Assignments Submission
Instructions

Objective:
To ensure originality of student assignments. Students must follow the highest ethical standards, without committing plagiarism in coursework. Turnitin is an online plagiarism detecting system. Plagiarism is an “academic crime.”

Steps to Follow

1. Login to turnitin.com. Register at least TWO WEEKS before the first assignment due date. I recommend you do that early in the semester to make sure the system works well.
2. For the first time, click on “Create Account” under “Login” at the top right corner of the homepage.
3. On the left menu under “New students start here” select “Create a user profile.” A new page will appear click on “student” under “Create a New Account.” You should enroll in a class by providing the “Class ID” and “password” provided below.
4. For the user profile, your class ID and password are:

| Microeconomics Principles (TThu 9:30-10:45 am) | Econ 2302.04 Honors | Class ID: 3977410 | Password: honors |

5. Enter your personal information, including your own email address and password.
7. The classes should appear on the screen after you login. Click to enter your own class section. If you register in the wrong section, you must notify the instructor immediately, or you will receive no grades from your assignments.
8. The name of the assignment is “Applied Economics Project.” Click on the name to begin submission. You should upload a file that you have already made up with a word processor.
9. Submit your assignment by the deadline. All student assignments must be submitted online through Turnitin. NO EXCEPTION (no submission through email or in person will be considered). I strongly recommend you submit your assignments much before the deadline so that there won’t be any last minute issues.
10. To review your graded assignment, click on the icon 🍎 for GradeMark with comments and scores (🍎 means not yet graded). The list of comments is also at the bottom of the screen.
Each assignment submission generates an Originality Report. Click on “Report” to view the results.

Point deductions will be applied corresponding to the percentage of Plagiarism Matches between 20% and 50%. A 50% or higher matching results in a zero score. A 75% or higher matching results in a failing grade for the course and a letter of reprimand will be placed in the student’s academic file at the TAMUCC. The student is responsible for the matching results at the deadline. While it is normal to have a little matching (<15%), 1% is considered too much by the highest standard, meaning that we only consider the total amount of matching instead of from different sources. Please don’t be naive to copy and paste from someone else’s homework for Turnitin will detect it very easily.

You will be able to obtain a copy of the Originality Report for the assignment and make corrections before the deadline. You should allow a minimum of 4 hours for Turnitin to complete the Similarity Check. As grading will be based on the Originality Report after the deadline. In this case, you are subject to the HIGHER Similarity Points

Specific Guidelines for Economics Paper Project

Helpful Hints:
Writing in economics is commonly considered as TECHNICAL writing, meaning that you have to be accurate about the meaning of your writing in addition to grammar and contents.

Timeline:
1. Read and analyze the book: 10-15 hours
2. Summarize the book (first part of the assignment): 4-6 hours
3. Analyze the book and apply the economics concepts: 4-6 hours
4. Upload the written assignment at Turnitin: 10-20 minutes
5. Get Matching Score from Turnitin: 1-4 hours processing time
6. Revise the paper if your Matching Score exceeds 20%
7. Review your assignment at Turintin by clicking that Grademark button ( 🍎 ): 10-30 minutes

Checklist for you before you finalize your submission:
HAVE YOU READ IT YOURSELF AND DOUBLE-CHECKED ...
1. the format (“heading,” at least 6-page text)
2. grammar and spellchecked the assignment, and “matching %”