ECON 5315.W01: Managerial Economics  
Summer 2013

Class dates: June 3 through July 24

Marilyn K. Spencer, Ph.D.

E-Mail: marilyn.spencer@tamucc.edu  
Office Telephone: 361-825-5802  
Office: TAMU-CC, OCNR 323

VIRTUAL Office Hours Exclusively for This Class: TBA, depending on students’ availability, and available by appointment. I will create a Doodle survey that I would like all students to answer, to find out the times of day and days of week most students are typically available.

Need Help?

By Phone: 361-825-2825 (Local) & 1-866-353-2491 (Long Distance)

By E-mail: iol.support@tamucc.edu

Hours of Operation: (US Central Time): 7:30 A.M. - 10:00 P.M., Weekdays; 8:00 A.M. - 10:00 P.M., Weekends

I will read posts and answer questions almost every day. However, do not expect me to be available on Sundays.

Course Description

A graduate-level course in managerial microeconomics focusing on the use of economic tools and concepts to assist managers in decision-making. Topics may include market demand and elasticity, demand estimation, production and cost functions, marginal analysis under various forms of market structure and game theory.

Prerequisite: ECON 5311 or equivalent

Learning Objectives

By the end of this course, the students will be able to:

1. Integrate the analysis of the horizontal and vertical boundaries that a firm faces with the effect that those boundaries have on firm performance and industry competition.

2. From the firm’s management perspective, effectively identify the market structure that the firm competes in and its primary and secondary competitors.

3. Integrate the use of marginal analysis into the managerial decision-making process.


Note: You may instead purchase and use any previous edition of this text AT YOUR OWN RISK.

Additional texts you might find useful (on reserve in the Library on the TAMU-CC campus):


Additional texts, mostly news articles, will be placed on e-reserve in the Bell Library.
MAJOR COURSE REQUIREMENTS

<table>
<thead>
<tr>
<th>Points of Course Components Used for Calculating Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Exams, worth 50 points each: scheduled for <strong>Sunday evenings, June 23 and July 14</strong></td>
<td>100</td>
</tr>
<tr>
<td>Chapter Discussions, due before midnight each Sunday (10 chapter discussions, 24 points each)</td>
<td>240</td>
</tr>
<tr>
<td><strong>Note: Bb is scheduled to be down July 6-7. The assignments for that unit will be due by 10 p.m., July 8.</strong></td>
<td></td>
</tr>
<tr>
<td>Homework (10 points each), due before midnight Sundays (Includes Scavenger Hunt + 10 chapters’ homework)</td>
<td>110</td>
</tr>
<tr>
<td><strong>Note: Bb is scheduled to be down July 6-7. The assignments for that unit will be due by 10 p.m., July 8.</strong></td>
<td></td>
</tr>
<tr>
<td>Case Study and its associated Confidential Reports: <strong>Sunday, July 21</strong></td>
<td>100</td>
</tr>
<tr>
<td>Presentation and its associated Confidential Reports: <strong>Monday, July 22</strong></td>
<td>30</td>
</tr>
<tr>
<td>End-of-course project discussions, <strong>July 23-24</strong></td>
<td>20</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>600</strong></td>
</tr>
</tbody>
</table>

*Any changes in these dates will be announced in advance.*

End-of-course grades will be assigned based on the student’s total score from all of the elements above. **Please note that the student’s performance, not the instructor, determines the course grade.**

COURSE POLICIES

**Participation:** Students are responsible for active class participation and are advised that lack of participation will adversely affect their grades.

*Students are responsible for all assignments due, including meaningful contributions to discussion – contributions that enhance critical thinking and problem solving in the discussion.* You will find the rubric used to grade your discussion entries on p. 3. It is based on the work of in the Edelstein and Edwards, available at [http://www.westga.edu/~distance/oidla/spring51/edelstein51.pdf](http://www.westga.edu/~distance/oidla/spring51/edelstein51.pdf).

Assignments, assessments and other course requirements missed cannot be made up except in extraordinary and documented circumstances.

**Academic Integrity/Plagiarism:** University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a score of zero for that portion of the course. For further reference, consult the Student Code of Conduct and the College of Business Student Code of Ethics.

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](http://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. **Your written work will be checked for academic honesty in appropriately attributing your sources through the use of www.turnitin.com.**

**Performance Evaluation and Grading:** Throughout the semester, students will have a number of "opportunities to perform" and to accumulate points towards a maximum of 600 points. These "opportunities to perform" include a midterm exam, meaningful contributions to discussions, homework, quizzes for extra credit, a research project and a final exam.
Group work:

Dr. Spencer will randomly assign students to discussion groups; each of these groups will include no more than 5 students, as well as Dr. Spencer.

To access articles that will be used as the basis for several discussions, go to the Bell Library’s website, http://rattler.tamucc.edu/, click on the “Find” tab to scroll down to “Course Reserves.” Click on that tab to reach the next page and click on “Instructor.” In the blank space on the next page, type in “spencer.” On the following page, click on the article you wish to read. When asked for the course password, type in “spencer2013summer.” Then you will have access to the article.

DISCUSSION PARTICIPATION

Participation: Students are responsible for active participation in all discussions and are advised that lack of participation will adversely affect their grades. Students should expect to make numerous significant contributions to small group discussions on at least 4 days per week. All discussion entries are due BEFORE 3:00 a.m. on the Monday after the week that chapter is assigned.

Students are responsible for meaningful contributions to discussion – contributions that enhance critical thinking and problem solving in the discussion.

The rubric used to grade your discussion entries:

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Preparedness</td>
<td>Student is completely prepared and has obviously reflected on the article's content.</td>
<td>Student seems pretty prepared but might have needed more reflection on the article's content.</td>
<td>The student is somewhat prepared, but it is clear that reflection on the article's content was lacking.</td>
<td>Student does not seem at all prepared.</td>
<td></td>
</tr>
<tr>
<td>2. Comprehension</td>
<td>Student is able to accurately answer almost all questions posed by classmates about the topic.</td>
<td>Student is able to accurately answer most questions posed by classmates about the topic.</td>
<td>Student is able to accurately answer a few questions posed by classmates about the topic.</td>
<td>Student is unable to accurately answer questions posed by classmates about the topic.</td>
<td></td>
</tr>
<tr>
<td>3. Expresses thoughts clearly</td>
<td>Expresses thoughts clearly and distinctly all (100-95%) of the time, and misspells no words.</td>
<td>Expresses thoughts clearly and distinctly all (100-95%) of the time, but misspells one word.</td>
<td>Expresses thoughts clearly and distinctly most (94-85%) of the time. Misspells no more than one word.</td>
<td>Often cannot be understood.</td>
<td></td>
</tr>
<tr>
<td>4. Stays on Topic</td>
<td>Stays on topic all (100%) of the time.</td>
<td>Stays on topic most (99-90%) of the time.</td>
<td>Stays on topic some (89-75%) of the time.</td>
<td>Less than 75% on topic.</td>
<td></td>
</tr>
<tr>
<td>5. Collaboration with Peers</td>
<td>Almost always pays attention to, shares with, and supports the efforts of others in the group. Tries to keep people working well together.</td>
<td>Usually pays attention to, shares with, and supports the efforts of others in the group. Does not cause &quot;waves&quot; in the group.</td>
<td>Often pays attention to, shares with, and supports the efforts of others in the group but sometimes is not a good team member.</td>
<td>Rarely pays attention to, shares with, or supports the efforts of others in the group. Often is not a good team member.</td>
<td></td>
</tr>
<tr>
<td>6. Timeliness</td>
<td>Enters discussions early, comes back in on several days.</td>
<td>Enters discussions 2nd or 3rd, comes back in on several days.</td>
<td>Enters discussions only once or twice.</td>
<td>Enters discussions too late for most others to respond</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL...
You will also be randomly assigned to research groups to complete the case study; each of these groups will include no more than 5 students, as well as Dr. Spencer.

**Dropping a Class:** I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop, to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by either (1) going to the Student Services Center and filling out a course drop form, or (2) faxing a completed form and a copy of your photo ID to the Office of the Registrar, 361-825-5887. Forms are available online at [http://registrar.tamu.edu/forms.html](http://registrar.tamu.edu/forms.html).

Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class.

**Preferred method of scholarly citations:** APA style

**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, 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. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

**Everyone in this class is expected to treat everyone else in this class with respect.**

**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](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.

**Disabilities Accommodations**: 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 call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall, Room 116. 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.

*Required by SACS

**Relationship to Other Coursework:** This course is designed specifically for those students who have completed their principles of economics courses and are ready to learn more about the application of economic principles in the context of managerial decision-making in some of the functional areas of business such as marketing, finance, production, etc.
COURSE METHODOLOGY

Instructional Methodology:
The class will be interactive. A variety of learning methodologies will be used, such as discussions, team case studies, presentations, audio-videos, homework and quizzes.

Communication Content:
Discussions, graded homework quizzes, and both exams will provide an opportunity for evaluating each student’s individual performance in written communications.

Discussions: You will engage in one or two discussions per week. Each of these discussions will contribute 24 points toward 240 points maximum. The rubric used to grade your discussion entries, found at the bottom of p. 3, is based on Edelstein and Edwards, [http://www.westga.edu/~distance/ojdla/spring51/edelstein51.pdf](http://www.westga.edu/~distance/ojdla/spring51/edelstein51.pdf).

To access articles that will be used as the basis for several discussions, you may use this pathway: Go to the Bell Library’s website, [http://rattler.tamucc.edu/](http://rattler.tamucc.edu/), click on the “Find” tab to scroll down to “Course Reserves.” Click on that tab to reach the next page and click on “Instructor.” In the blank space on the next page, type in “spencer.” On the following page, click on the article you wish to read. When asked for the course password, type in “spencer2013spring.” Then you will have access to the article; scroll down to page 3 to begin reading.

Technology Applications:
- You are expected to be proficient in Blackboard 9.1. Over the weekend of July 6-7, a newer version will be installed, Blackboard 9.11. **We will not be able to access our course at all, July 6-7!!!**
- You are expected to develop computer skills adequate to use the Internet and the library’s databases for research.
- Reports and presentations will be computer generated and written in a clear and concise manner.

Homework, extra credit and participation
Homework questions will address important syllabus information and major concepts from every Besanko, et al., chapter assigned; it is for the benefit of the students and will be submitted for a grade before midnight of the last day of that unit. The purpose this homework will be for you to understand and apply one or more of the theoretical concepts being presented. You may work with fellow students in this ECON 5315.W01 class to arrive at answers to homework questions. **But do not plagiarize each other’s answers; put your answers into your own words! Otherwise you will not earn credit.** Expect that you will need to know and use concepts from homework assignments on quizzes and exams.

Extra credit can take several forms, including quizzes, opportunities to analyze business practices reported in the news, analysis of real and fictional company actions in movies, and other opportunities that may arise. Extra credit opportunities are each worth 5 points. You may work with fellow students in this ECON 5315.W01 class to arrive at answers to quiz questions. **But do not plagiarize each other’s answers; put your answers into your own words! Otherwise you will not earn credit.**

You will have a 1-hour time period from the time a quiz is posted – at 8:30 p.m. - to take the quiz. During that 1-hour period, once you have started a quiz, you will have a 15-minute period to complete it.

Active participation is expected on a regular basis, **almost daily.**

Exams
Two midterm exams (tests) will be given during the semester, on **Sunday, June 23 and July 14.**

You will have a 3-hour time period from the time a test is posted – at 7:30 p.m. - to take the test. During that 3-hour period, once you have started an exam, you will have a 2-hour period to complete it.


Exams must be taken on the dates and during the times scheduled. The first exam will test student knowledge of the material assigned in that section of the course. The second exam will be comprehensive, including some of the material previously tested, along with new material since the first exam.

These exams will require you to apply to real situations the concepts you have learned during the course. In advance of each exam, I will provide abridged versions of news articles concerning companies and industries, and you will explain how the concepts are relevant for analyzing the situations presented in those articles; you may be responsible for making recommendations.

Copying or use of additional unauthorized materials during exams carries a penalty equal to 100% of the exam's value. **NO GROUP OPTION IS AVAILABLE FOR EXAMS; EXAMS MUST BE COMPLETED INDIVIDUALLY.**

Additional rules for all exams:

1. All electronics other than the computer on which you are taking the exam – calculators, cell phones, tablets, etc., are be turned off and put away.

2. You are to complete the exam in the time allotted.

3. You are not to use the text, previous homework, quizzes, discussions, tests, or the help of anyone or other resources while taking exams.

4. Show all work.

The student must communicate the need to miss an exam to the professor before the test.

Audit of your work: The material in this course is subject to being audited. Up to 50% of students may be asked to redo any portion of the class in a proctored environment. Generally the selected students will be notified within one day of the due date of the exam, homework or other assignment and will complete that item in a controlled environment (which may employ the use of a webcam) within 72 hours. Should the grade be more than one letter grade lower than the original grade, no credit will be given for the work; the grade for the audited work will be replaced with the score of the comprehensive final exam, which will then be given in a proctored location. Should the final exam be audited, the lower grade will count in calculating the course grade.
CASE STUDY

You will work as part of a team of 4 to 5 members – who will be randomly selected by Dr. Spencer – to complete this project. **Your team will write a report and give a presentation on a US-based firm that runs one or more theme parks. Your team will decide upon the firm/park(s) you will study from the list below (unless you know of a new one not listed), with each team selecting a different firm. If two teams select the same firm, the team that made the request first will be granted that choice:**

<table>
<thead>
<tr>
<th>Company</th>
</tr>
</thead>
<tbody>
<tr>
<td>Busch Gardens</td>
</tr>
<tr>
<td>Cedar Point</td>
</tr>
<tr>
<td>Disney</td>
</tr>
<tr>
<td>Knott’s Berry Farm</td>
</tr>
<tr>
<td>LEGOLAND California</td>
</tr>
<tr>
<td>Schlitterbahn</td>
</tr>
<tr>
<td>Sea World</td>
</tr>
<tr>
<td>Six Flags</td>
</tr>
<tr>
<td>Universal</td>
</tr>
<tr>
<td>Other?</td>
</tr>
</tbody>
</table>

In order to complete this assignment, you will research online and printed materials on the firm – from the firm itself and from numerous additional sources. You might also consider emails and interviews. The Bell Library has developed an **Academic Support & Library Guide** for online students. This provides another pathway to access the library: [http://tamucc.libguides.com/academicsupport](http://tamucc.libguides.com/academicsupport).

All case study communications that are not held face-to-face should take place in a **Group Discussion** space set up for this purpose only. **Dr. Spencer may monitor your postings to be able to comment if your team seems to need additional guidance.**

**Case Study Written Report**

- You will start with a **short introduction to your company**, followed by defining and analyzing:
  
  A. The industry,

  B. The structure of the industry (Besanko’s Chapter 8), and

  C. Your firm’s corporate culture.

- The team must agree on all of these sections, A-C, before they can successfully continue with the remaining sections. With that foundation of Sections A-C, you will examine:

  D. The threats described in the Five Forces model that the company faces from:

    1. industry competitors,
    2. potential entrants into the industry,
    3. substitute goods or services,
    4. the bargaining power of suppliers, and
    5. the bargaining power of buyers.
E. The firm’s “co-opetition/value net” (see Brandenburger and Nalebuff, and/or Besanko’s Ch. 12)

F. The firm’s strategic moves made to sustain its competitive advantage (Besanko’s Chs. 13 and 14)

- With this information above, you will examine these aspects of your firm:
  
  G. Demand
  
  H. Costs
  
  I. Strategic positioning in this market

- Finally,
  
  J. Your team will:
    
    1. Explain why, or why not, you recommend the firm’s current moves/strategies;
    
    2. Recommend additional/different strategies the firm might choose to use, and/or why you recommend these particular additional/different strategies.

After starting your report with a brief introduction, your team will write a paper that adequately describes (A) through (J) above.

As a team, you will create a brief presentation of your findings and recommendations in a maximum of 15 slides. Create this presentation as if you were managers of this division, giving a report to annual stockholders meeting or a meeting of the board of directors.

In order to complete this assignment, you will research online and printed materials on the firm – from the firm itself and from numerous additional sources. In some cases, you might consider emails and interviews.

It is your (your team’s) responsibility to check for and eliminate any and all plagiarism before sending in the case study.

You will receive information in class on how to put your paper through turnitin.com. That turnitin.com report will alert you to only one type of plagiarism issue: using direct quotes without citing the source. In fact, it is considered plagiarism if you even quote one of your own papers!

The second type of plagiarism is using someone else’s ideas without citing the source. You may not be aware of this. Be sure to cite any source you used for any ideas.

It is strongly recommended that you place your “final” draft through turnitin.com at least two weeks before it is due. If you are not confident about what the turnitin.com report is telling you, it is your responsibility to find out. Dr. Spencer will be happy to go over the turnitin.com report with you before the deadline for emailing your report. You may wish to take the Plagiarism Tutorial provided in the “Getting Started” module.

Your paper may contain, AT MOST, 5 direct quotations, which, altogether, add up to a maximum of 100 words. Direct quotations should be used only when the prose is so beautifully written that to paraphrase it would cause the magnificence of the quote to be lost.

If your report contains ANY evidence of plagiarism when it is emailed to Dr. Spencer, the maximum score the case study might earn will be 50 points, NOT 100 points; Dr. Spencer reserves the right to award a score of zero (-0-) on the paper as a result of evidence of gross plagiarism.
The case study **final reports** and your individual confidential reports on the team members’ work on this report (see below), are due **via Blackboard message, by midnight, Sunday, July 21**.

**WARNING:** The names of all team members must be at the top of the electronic report the team will send in by the July 21 deadline. I will know the paper comes from you by seeing your names at the top of the cover sheet - NOT by the email address from which it is sent, and NOT by names on the transmitting email.

---

**2 CONFIDENTIAL REPORTS, on (1) the written case study report and (2) the presentation:**

In addition to your case study report and presentation, each team member must also complete (1) a **CONFIDENTIAL REPORT** concerning the work accomplished on the report, and (2) another **CONFIDENTIAL REPORT** on the presentation: Each partner must separately send in, **via Blackboard message**, two confidentially submitted reports, in which you give your name and those of your partners, along with comments that detail the processes and contributions of all members of the group - describing the work contributed by each member and proportion (and/or percentage) of the total work completed by each team member.

Using the confidential report rubric provided on the next page, you will create **ONE REPORT (NOT one for each team member individually)** for (1) the written case study report and (2) the presentation. Each report will include, for each of your team members, one of these rubrics, and additional comments that you may wish to make. For each of these two assignments, you will send in one report document that describes the contributions of all of your teammates, **via Blackboard message**.

The term “**confidential**” means that only you and I will see this report; you will not share any portion of it with your team members. These two confidential reports are due when their corresponding assignments are due, **by midnight:** (1) **Sunday, July 21** for the confidential report associated with the case study report, and (2) **Monday, July 22** for the confidential report associated with the presentation confidential report.

---

**Case Study Presentation**

You will create a **brief** presentation of your findings and recommendations, in a maximum of 15 slides. Create this presentation as if you were managers of this division, giving a report to annual stockholders meeting or a meeting of the board of directors.

**Timeline for Case Study:**

- **By June 10:** Teams are randomly selected.
- **During the week of June 24:** All members of your team will have a “chat” meeting with Dr. Spencer at some mutually agreed upon day/time, to report on (1) the progress your team has made thus far, and (2) your current strategy for completing project.
- **By midnight, July 21:**
  - One member of your team sends your final report, as a Bb message attachment.
  - Each team member individually sends her/his written-report confidential report, as a Bb message attachment.
- **By midnight, July 22:**
  - One member of your team sends your presentation, as a Bb message attachment.
  - Each team member individually sends her/his presentation confidential report, as a Bb message attachment.
## Confidential Report Rubric

Person Making Report ________________________ Person about Whom Report is Written ________________________

<table>
<thead>
<tr>
<th>CATEGORY &amp; POINTS</th>
<th>2</th>
<th>1.5</th>
<th>1</th>
<th>0.5</th>
<th>POINTS</th>
<th>Comments (required)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Completes tasks on time</strong></td>
<td>Completes on time all (95+%) the time.</td>
<td>Completes on time most (94-85%) the time.</td>
<td>Completes on time and distinctly more than half (84-70%) of the time.</td>
<td>Often cannot be counted on to complete on time.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Expresses thoughts clearly</strong></td>
<td>Expresses thoughts clearly and distinctly all (95+%) the time.</td>
<td>Expresses thoughts clearly and distinctly most (94-80%) the time.</td>
<td>Expresses thoughts clearly and distinctly more than half (80-65%) of the time.</td>
<td>Cannot be understood much of the time.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Is available for pre-arranged meetings, chats and other communications</strong></td>
<td>Available all (95+) the time.</td>
<td>Available most (94-90%) of the time.</td>
<td>Available some (89%-75%) of the time.</td>
<td>Less than 75% available.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Collaboration with Peers</strong></td>
<td>Almost always pays attention to, shares with &amp; supports efforts of others. Tries to keep people working well together.</td>
<td>Usually pays attention to, shares with &amp; supports efforts of others. Does not &quot;make waves.&quot;</td>
<td>Often pays attention to, shares with, and supports the efforts of others in the group, but sometimes is not a good team member.</td>
<td>Rarely pays attention to, shares with or supports the efforts of others. Often not a good team member.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Takes a leadership role in completing some part of case study task</strong></td>
<td>Has acted as leader throughout this project.</td>
<td>Has sometimes led a portion of this project.</td>
<td>Has sometimes led a portion of this project but sometimes is not a good team leader.</td>
<td>Has not led in any of this project’s tasks.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| TOTAL |  |  |  |  |        |                     |

Additional remarks (as needed):
Case study written reports will be scored as follows:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final report fulfilled the assignment:</td>
<td>70</td>
</tr>
<tr>
<td>• How well the team/individual analyzed the case</td>
<td>35</td>
</tr>
<tr>
<td>• How well the team/individual used appropriate definitions/concepts/theory</td>
<td>35</td>
</tr>
<tr>
<td>Writing mechanics of final report:</td>
<td>20</td>
</tr>
<tr>
<td>• Team &amp; individual’s relevant writing of appropriate length</td>
<td>10</td>
</tr>
<tr>
<td>• Clarity and correct formatting of writing</td>
<td>10</td>
</tr>
</tbody>
</table>

Confidential contributions report, emailed in separately by each partner 10

TOTAL 100

- By Monday, July 22:
  - All teams will have submitted their presentations. Prepare this slide show as if you are giving this presentation to an annual stockholders meeting or a meeting of the board of directors, and you have been given only 15 slides to convince the stockholders or board of directors to adopt your recommended strategies.
  - Each team member individually sends in a SECOND confidential report that indicates the work of one’s team members on the presentation.

Presentations will be scored as follows:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Appropriate information presented</td>
<td>20</td>
</tr>
<tr>
<td>• Presented competently and persuasively, within the allotted 15 slides</td>
<td>10</td>
</tr>
</tbody>
</table>

Confidential contributions report, emailed in separately by each team member 10

TOTAL 30

End-of-course Grades will be assigned based on each student’s total score from all of the graded elements described above as follows:

A: 540+ points (90+ %)  B: 480-539 points (80-89%)  C: 420-479 points (70-79%)

D: 360-419 points (60-69%)  F: < 360 points (< 60%)

Note 1: A missed exam without prior approval will be recorded as a zero. However, with prior approval, the student may have the comprehensive final exam count double to make up for the missed midterm exam.

Note 2: Other than the credit explained above, a student will not be allowed to do any additional work to improve her or his grade.
Dr. Spencer will post Chapter Notes for each of the units/chapters assigned (see below). These notes are posted to: (1) give you a framework – an outline – for examining, organizing and remembering the concepts in the chapters, and to (2) supplement explanations and examples in the chapters. You may wish to read the posted Chapter Notes before beginning your reading of the chapter.

For each of the units listed below, the first date in the left column is the beginning date for that unit. Your assignments, discussions and other activities for that week must be completed before midnight the following Sunday, the last date in that column for that unit.

<table>
<thead>
<tr>
<th>UNITS OF STUDY</th>
<th>Dates for studying the materials and completing related assignments</th>
<th>Readings: One or more chapters in our textbook and one or more news articles that illustrates one or more of the major concepts in each chapter are to be read BEFORE the date indicated in the column to the left. Within each learning module you will find one or more news articles assigned along with each chapter. Students will consult other texts as appropriate &amp; as assigned during the course – including but not limited to e-reserve articles that will be discussed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1: June 3-9</td>
<td>Introduction to Managerial Economics and navigating its pages Besanko’s Chapter 1: Basic Microeconomics Principles (should be review of microeconomic concepts already learned) Besanko’s Chapter 2: Economies of Scale &amp; Scope</td>
<td>Note: Bb is scheduled to be unavailable July 6-7. The assignments for this unit will be due by 10 p.m., July 8.</td>
</tr>
<tr>
<td>Notice: Bb will be unavailable July 6-7. Turn in your assignments by July 8, 10 p.m.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit 2: June 10-16</td>
<td>Besanko’s Chapter 5: The Vertical Boundaries of the Firm Besanko’s Chapter 8: Competitors &amp; Competition</td>
<td></td>
</tr>
<tr>
<td>Unit 3: June 17-23</td>
<td>Besanko’s Chapter 9 (abridged): Strategic Commitment – these pages only: 238 through 246 &amp; [bottom of] 251 through 260</td>
<td>Exam 1, evening of June 23: Chapters 1, 2, 3, 5, and 8 and 9 (both abridged)</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit 4: June 24-30</td>
<td>Besanko’s Chapter 10: The Dynamics of Pricing Rivalry Besanko’s Chapter 11: Entry &amp; Exit</td>
<td></td>
</tr>
<tr>
<td>Unit 5: July 1-7</td>
<td>Besanko’s Chapter 12: Industry Analysis Besanko’s Chapter 13: Strategic Positioning for Competitive Advantage</td>
<td></td>
</tr>
<tr>
<td>June 28</td>
<td>Last day to drop a course with an automatic grade of &quot;W&quot;</td>
<td></td>
</tr>
<tr>
<td>Unit 6: Feb. July 8-14</td>
<td>Besanko’s Chapter 14: Sustaining Competitive Advantage Exam 2, evening of July 14: Chapters 10-13 (including - building on - relevant materials from earlier chapters)</td>
<td></td>
</tr>
<tr>
<td>July 21 &amp; July 22</td>
<td>Case study reports and their associated confidential reports are to be submitted to Dr. Spencer by midnight, Sunday, July 21. Case study presentations and their associated confidential reports are to be submitted to Dr. Spencer by midnight, Monday, July 22. Class-wide discussions of project presentations until midnight, July 24.</td>
<td></td>
</tr>
</tbody>
</table>

*Students are able to work on the course at times during the week that are best suited to their schedules; the assignments are identified by week rather than for a specific date. You should look at each week’s assignments and plan to complete them on a timely basis during the week of the assignment. Make every effort to stay current with the assignments. Like all courses, if you get behind it is difficult or even impossible to catch up.*