ECON 5315.001: Managerial Economics  
Fall 2015  
Marilyn K. Spencer, Ph.D.

Class meeting time: M, 7:00 – 9:30 p.m.  
Office: OCNR 323  
Office Hours: M: 5:00-6:30 p.m. & 9:30-10:00 p.m., and available by appointment  
E-Mail: marilyn.spencer@tamucc.edu  
Office Telephone: 361-825-5802  

Class location: OCNR 131  

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, useful for writing your paper, on reserve in the library:


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>
</tr>
</thead>
<tbody>
<tr>
<td>THREE Exams: each worth 100 points, TENTATIVELY scheduled for October 5*, November 2* and November 30* - each for a 2-hour period</td>
</tr>
<tr>
<td>Graded homework, due via Bb Submit Assignments before class on the Monday that follows the class discussion on that chapter</td>
</tr>
<tr>
<td>Quizzes, sometimes in class, usually unannounced, and sometimes in Bb, 10 points each</td>
</tr>
<tr>
<td>Case Study Written Reports (100 points possible), Confidential Report on Written Case Study (10 points possible): via Bb, Monday, December 7, by 7 p.m.</td>
</tr>
<tr>
<td>Case Study Presentations: Monday, December 7 (20 points possible), with Confidential Report on Presentation (10 points possible): via Bb, within 48 hours of Presentation (December 9)</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
</tbody>
</table>

* The exam dates are subject to change, depending on the progress students are making toward comprehending the course material. Any changes in these dates will be announced in class.

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.

Website that coordinates with this course: Blackboard (Bb) 9.1.

COURSE POLICIES

Attendance: Students are responsible for class attendance and are advised that absences are likely to adversely affect their grades. Students absent from classes are responsible for assignments due, materials discussed in class, and class announcements - including but not limited to any changes in midterm exam dates. Assignments, tests and other course requirements missed due to absences 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). 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.

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 three exams, quizzes, a research project and a final exam. Your first quiz will be a Syllabus Quiz, in Blackboard, which you must take between now and our Sept. 14 class meeting.

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 going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. November 6 is the last day to drop a class with an automatic grade of “W” this term.
Preferred method of scholarly citations: APA style

Note: Trust the APA stylebook(s) you can access, especially APA, 6th ed.: http://web.calstatela.edu/library/guides/3apa.pdf.

You may want to consult sonofcitationmachine.com and the library’s databases for how to set up citations in APA style. I’ve also provided an exemplar from a paper submitted in an earlier semester, on the cell phone carrier, Sprint, in the Case Study folder in the Content section of the course. [Do NOT trust https://owl.english.purdue.edu/owl/].

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.

Everyone in this class is expected to treat everyone else in this class with respect. Examples of classroom misconduct that may affect student evaluation include: habitually entering or leaving the classroom during class time without the consent of the instructor, using any telecommunication device, talking or chit-chatting with other students, and any other activities that are disruptive to the learning environment. Students caught engaging in such activities should expect class or course dismissal along with a letter of reprimand placed in their academic files.

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.

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 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 lecture, class participation, online discussions, team activities, class presentations, audio-videos, outside speakers and quizzes.

Oral and Written Communication Content:

Quizzes, presentations, graded homework, a written report on a special topic, as well as major examinations will provide an opportunity for evaluating each student’s performance in oral and written communications. Your first quiz will be a Syllabus Quiz, in Blackboard, which you must between now and our Sept. 14 class meeting.

You will engage in one in-class discussion per chapter.

**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 and class-wide discussions.

**Accessing articles for discussions**: To access most of the articles that will be used as the basis for several discussions, go to the Bell Library’s website, [http://rattler.tamucc.edu/](http://rattler.tamucc.edu/), which you can do by going to the “Bell Library” link in the blue navigation bar; 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 “spencer2015fall.” Then you will have access to the article. At least one article will be accessed by going directly the the URL provided.

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

Technology Applications:

Reports and presentations will be computer generated and written in a clear and concise manner. Students are expected to develop computer skills and to use the Internet and the library’s databases for research. Students may use computers in class for note taking and presentations.

Homework, extra credit and participation

**Homework** is assigned for every chapter assigned in Besanko, et al., throughout the semester. Homework is found and submitted electronically through Bb Submit Assignments before the beginning of the class that follows the class discussion on that unit. The purpose this homework will be for you to LEARN TO **apply** one or more of the theoretical concepts being presented and discussed.

**Extra credit** can take several forms, including opportunities to analyze business practices reported in the news, analysis of real and fictional company actions, and opportunities that may arise to participate in campus and community activities. Extra credit opportunities are each worth 5 points.

The purpose of a quiz given at the beginning of the session is to assess student knowledge of the assigned reading for that session. The purpose of mid- or end-of-class/after-class quizzes is to assess student comprehension and attentiveness during that session.

**Active participation is expected on a regular basis!**
EXAMS

Three 90-point exams will be given during the semester. Tentative dates are scheduled as October 5, November 2 and November 30; the exact dates will be announced at least one week in advance.

Exams must be taken on the dates 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.

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.

Information which you might find useful:

1. Do not bring a Scantron or a blue book. The exam paper will be provided for you.
2. You may have nothing on your desk except pen, pencil, exam, and beverage (if needed). Nothing else needs to be on the desk in front of you. I may pick up any object on your desk during the exam to inspect it.
3. Have your cell phone turned off or silenced. You will automatically receive a zero (0) on the exam if you handle your cell phone during the exam. Let the phone ring without answering if you fail to turn it off. We will all know who you are. The time will be projected on the whiteboard, so you do not need your cell phones to know the time.
4. Hats off or the brim facing backwards.
5. You will not be allowed to leave the room during the exam. Turn in your exam if you need to leave the room during the exam, and do not return. This includes needing to use the facilities or needing more coffee.
6. Please move all notes, backpacks, purses and other material completely under your desk and out from the aisles so that I can move up and down the aisles if needed.
7. Please hand in your exam to me directly. Do not allow anyone else to handle your exam.
8. I will be moving around during the exam to ensure you are focusing on your own work, and I will not hesitate to remind students to keep their eyes on their own work during the exam. No comment, question, or response is needed.
9. I may have another person in the room with me to help proctor the exam. The presence of such a person is to ensure that you have the best test-taking environment possible.

[Courses may require the use of exam-proctoring involving third party charges. Exam-proctoring charges may range from $1 - $50.00 per exam. Students may be required to schedule exams at least 24 hours in advance or incur late scheduling charges. All costs for exams are the responsibility of the student. Students may also be responsible for providing webcams to be used in test proctoring.]
CASE STUDY

You will complete this project with a team of 5-7 members, randomly selected by Blackboard. Your team will write a report and give a presentation on one of the firms listed below – the top companies, in alphabetical order, by sales revenues in 2014, in big pharma. Your team will select a company to research from the list below - unless you successfully petition to research another company in this industry:

1. AbbVie
2. Amgen
3. Actavis
4. AstraZeneca
5. Bayer HealthCare
6. Bristol-Myers Squibb
7. Eli Lilly & Co.
8. Gilead Sciences
9. GlaxoSmithKline
10. Johnson & Johnson
11. Merck
12. Novartis
13. Pfizer
14. Roche
15. Sanofi
16. Teva Pharmaceutical Industries
17. Other? __________________
Case Study Written Report

After writing a SHORT INTRODUCTION, your CASE STUDY will include the following:

A. Defining the industry (see Besanko’s Chapter 5)
B. Analyzing the structure of the industry (see Besanko’s Chapter 5)
C. Explaining your firm’s corporate culture (see Besanko’s Chapter 12)
   1. Where major decisions are made
   2. Who generates new ideas
   3. Coordination and communication issues, if any

With that foundation, you will examine the following:

D. The threats described in the Five Forces model (see Besanko’s Chapter 8 and Porter) that the company faces from:
   1. Industry competitors
   2. Potential entrants into the industry
   3. Substitute and complement goods or services
   4. Bargaining power of suppliers
   5. Bargaining power of buyers

E. The firm’s “co-opetition/value net” (see Brandenburger and Nalebuff, and/or Besanko’s Chapter 8)

With this information above, you will examine these aspects of your firm:

F. The firm’s strategic moves/commitments that help to sustain its competitive advantage (see Besanko’s Chapters 7, 9 and 11)

Note: It would be good to find out if the firm is currently, or was recently, involved in these activities:

- Merger or acquisition (Chapters 2 and 3)
- Joint venture and/or strategic partnership (Chapter 3)
- Entry into or exit from any geographic region or market segment (Chapter 6)

G. Value provided to customers, B - C (see Besanko’s Chapter 9)
   1. Benefit (related to demand)
   2. Costs (related to supply)

H. Strategic positioning in this market (see Besanko’s Chapter 9)

Finally,

I. Your team will explain and recommend strategies the firm might choose to use; explain why, or why not, you recommend the firm’s current moves/strategies; and/or why you recommend other/additional strategies.

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

Formatting: This paper must be written in MSWord, or a program that can be read by MSWord, in Times New Roman font, 12 point type, double-spaced (with no additional spacing between paragraphs), with each paragraph indented by ½ inch, and 1-inch margins all around.

See the specific grading criteria on p. 9. (See p. 6 for the list of firms.)
Your Case Study Reports must be sent as a single MSWord file using Group Assignments located at the bottom of the page you see when you click into your Case Study Group area. So I know it has come from your entire team, be sure your name(s) and course/section numbers are provided in the title page.

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.

WARNING: The names of all team members must be at the top of the electronic report the team will submit by the deadline. I will know the paper comes from you by seeing your names at the top of the cover sheet.

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.

Zero tolerance for plagiarism: It is the responsibility of every team member to check for and eliminate any and all plagiarism, in your own and each other’s sections of the paper, before one member sends 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 any plagiarism issues. 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 will receive information in Bb on how to put your paper through turnitin.com. That turnitin.com report will alert you to only one type of plagiarism issue: using someone else’s words 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.

Note: When you submit your draft to turnitin.com, be sure the file you submit DOES NOT INCLUDE your title page, references section or any graphs, figures or tables that have been published. Include only the text of your paper!

You may wish to take the Plagiarism Tutorial provided on Dr. Spencer’s home page, faculty.tamucc.edu/mspencer and/or read the CITI tutorial on plagiarism in the Case Study folder in the Content area of our Bb course.
# Written Case Study Rubric for the 100 Points Possible on Written Case Study

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Does Not Meet Expectations – Would earn a D or F (&lt;70%)</th>
<th>Meets Expectations for Earning a C (70-79%)</th>
<th>Meets Expectations for Earning a B (80-89%)</th>
<th>Meets Expectations for Earning an A (90+ %)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Analysis of Case (35 points possible)</strong></td>
<td>Case study indicates little research into the assigned company and industry. (0 to 23 points)</td>
<td>Case study indicates a moderate amount of research into the assigned company and industry but misses key elements important to the case. (24 to 27 points)</td>
<td>Case study indicates moderate to thorough research into the assigned company and industry, but lacks precision or depth in a few places. (28 to 30 points)</td>
<td>Case study indicates excellent, thorough research into the assigned company and industry throughout the paper. (31 to 35 points)</td>
</tr>
<tr>
<td><strong>Application of Concepts (35 points possible)</strong></td>
<td>Describes/explains no or very few concepts from this course that are relevant to the case. Analysis is neither comprehensive nor in depth. Does not relate or shows minimal relationship of the theoretical concepts to the case. (0 to 23 points)</td>
<td>Describes/explains a few relevant concepts from this course, but concepts are not discussed in depth. Analysis is comprehensive but lacks depth. Relates some theoretical concepts to the case. (24 to 27 points)</td>
<td>Describes/explains several relevant concepts from this course. But concepts/discussion are not integrated effectively into the case. Analysis is comprehensive with some analysis. Adequately relates to the central themes/topics and theoretical frameworks. (28 to 30 points)</td>
<td>Describes/explains numerous relevant concepts from this course to discuss the case, and all concepts are well-integrated into the overall case study. Analysis is comprehensive. Strongly relates case to the central themes/topics and concepts in the course. (31 to 35 points)</td>
</tr>
<tr>
<td><strong>Relevant Writing of Appropriate Length: Includes Accuracy of Documenting Sources (16 points)</strong></td>
<td>Fails to accurately use APA to format sources in the body of the paper and in the REFERENCES section and fails to accurately/fully document sources within the paper. Overly wordy or not providing enough information. (0 to 5 points)</td>
<td>Fails to accurately use APA to format sources in the body of the paper and in the REFERENCES section and fails to accurately/fully document some sources within the paper. Some passages either overly wordy or not providing enough information. (6-8 points)</td>
<td>Fails to accurately format sources in the body of the paper and/or in the REFERENCES section but accurately documents all sources within the paper. (9-12 points)</td>
<td>Almost always accurately uses APA to format sources in the body of the paper and in the REFERENCES section and accurately/fully documents sources within the paper. (13 to 16 points)</td>
</tr>
<tr>
<td><strong>Clarity/Formatting (14 points)</strong></td>
<td>Writing unclear. Provides no introduction. Fails to follow case study outline, and/or syllabus instructions on formatting and/or APA formatting. (0 to 5 points)</td>
<td>Numerous passages unclear and/or not providing enough information. Fails to follow case study outline or syllabus instructions on formatting or APA formatting. (6-8 points)</td>
<td>Some passages unclear. Often follows case study outline, syllabus instructions on formatting and APA formatting, but not throughout the paper. (9-11 points)</td>
<td>Almost all passages clear. Follows case study outline, syllabus instructions on formatting and APA formatting throughout the paper. (12 to 14 points)</td>
</tr>
</tbody>
</table>

*Note: A failure to document sources can result in a score of zero (0) on the paper if egregious, or at most 50%, no matter how many points the paper would have otherwise earned in the other categories.*
See the form below, which you must fill out and return to Dr. Spencer via Bb by Monday, November 9. You will want to print it, sign it and make either a PDF or take a photo, so that you can submit a signed electronic version.

**Responsibilities for Specific Sections of the Report:**

I, _____________________________, hold primary responsibility for writing each of the sections of the case study paper indicated by my underlining and highlighting each of those sections:

**Short Introduction**
A. Defining the industry
B. Analyzing the structure of the industry
C. Explaining your firm’s corporate culture
   1. Where major decisions are made
   2. Who generates new ideas
   3. Coordination and communication issues, if any
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 and complement goods or services
   4. Bargaining power of suppliers
   5. Bargaining power of buyers
E. The firm’s “co-opetition/value net”
F. The firm’s strategic moves that help to sustain its competitive advantage
G. Value provided to customers
   1. Benefit (related to demand)
   2. Costs (related to supply)
H. Strategic positioning in this market
I. Your team will explain and recommend strategies the firm might choose to use; explain why, or why not, you recommend the firm’s current moves/strategies; and/or why you recommend other/additional strategies.

If my assigned/selected sections of the paper change, I will provide a revised “Responsibilities” document to the instructor before the paper is due.

_________________________________________  __________________________
Signature                                      Date

*Signing this does NOT relieve you of responsibility for helping your teammates improve their sections of the report.*
Zero tolerance for plagiarism: 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.

You will give a presentation of your findings and recommendations to the class, within 15 minutes. Present as if you were managers, giving a report to annual stockholders meeting or a meeting of the board of directors.

**TWO Different CONFIDENTIAL REPORTS:**

1. **CONFIDENTIAL REPORT** on the work of other group members on the written case study report

2. **CONFIDENTIAL REPORT** on the work of other group members on 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 by each of the other group members on the written report – using one separate page per member, and (2) another, DIFFERENT CONFIDENTIAL REPORT concerning the work accomplished by other group members on the presentation: Each partner must separately send in, via Submit Assignments, 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 each member of the group separately - describing the work contributed by each member and proportion (and/or percentage) of the total work completed by each team member, each on a separate page.

Using the confidential written report rubric provided on the next page, you will create ONE REPORT (NOT one for each team member individually) for the written case study report. Each confidential report will include, for each of your team members, one of these rubric pages and additional comments that you may wish to make. You will send in one report document that describes the contributions of all of your teammates, via Blackboard Submit Assignments.

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.

This confidential report is due when the written report is due, before class begins, Monday, December 7.

**By Monday, December 7:** Your team gives a presentation. Prepare this 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 minutes to convince the stockholders or board of directors to adopt your recommended strategies.

**By Wednesday, December 9:** Within 48 hours of your team’s presentation, each team member individually sends in a SECOND confidential report that indicates the work of one’s team members on the presentation. (See p. 14.)
Rubric for the *Confidential Report* on Case Study *Written Report*

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>Completes tasks on time</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>Expresses thoughts clearly</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>Collaboration with peers / Availability for pre-arranged meetings, chats and other communications</td>
<td>Available all (95+%!) the time. Almost always pays attention to, shares with &amp; supports efforts of others. Tries to keep people working well together.</td>
<td>Available most (94-90%) of the time. Usually pays attention to, shares with &amp; supports efforts of others. Does not &quot;make waves.&quot;</td>
<td>Available some (89%-75%) of the time. 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>Less than 75% available. 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>Takes a leadership role in completing some part of case study Sections A, B, C, G and H</td>
<td>Has acted as leader in completing some part of case study Sections A, B, C, G and H throughout this project.</td>
<td>Has sometimes led a portion of case study Sections A, B, C, G and H throughout this project.</td>
<td>Has sometimes led a portion of case study Sections A, B, C, G and H throughout this project but sometimes is not a good team leader.</td>
<td>Has not led in any of this project’s case study Sections A, B, C, G and H tasks.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Takes a leadership role in completing some part of case study Sections D, E, F, I and J</td>
<td>Has acted as leader in completing some part of Sections D, E, F, I and J throughout this project.</td>
<td>Has sometimes led a portion of completing Sections D, E, F, I and J throughout this project.</td>
<td>Has sometimes led a portion of completing Sections D, E, F, I and J throughout this project, but sometimes is not a good leader.</td>
<td>Has not led in completing any part of Sections D, E, F, I and J throughout this project.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL**

Additional remarks (as needed):
Presentations will be scored as follows:

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<tr>
<th>Criteria</th>
<th>Meets Expectations for Earning an A (90+ %)</th>
<th>Meets Expectations for Earning a B (80-89%)</th>
<th>Meets Expectations for Earning a C (70-79%)</th>
<th>Does Not Meet Expectations – Would earn a D or F (&lt;70%)</th>
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<tbody>
<tr>
<td>Content (6 points possible)</td>
<td>Presentation indicates excellent, thorough research into the assigned company and industry. Describes/explains numerous relevant concepts from this course to discuss the case, and all concepts are well-integrated. (6 points)</td>
<td>Presentation included moderate to thorough amount of research into the assigned company and industry. Describes/explains several relevant concepts from this course. (4.5 points)</td>
<td>Presentation included a moderate amount of research into the assigned company and industry. Describes/explains a few relevant concepts from this course. (3 points)</td>
<td>Presentation includes little research into the assigned company and industry. Describes/explains no or very few concepts from this course that are relevant to the case. (1.5 points)</td>
</tr>
<tr>
<td>Organization (6 points possible)</td>
<td>Presentation is outlined well and presented with many details that support the overall position. (6 points)</td>
<td>Presentation is outlined and adequate but lacking in a certain topic/theme. (4.5 points)</td>
<td>Presentation is outlined but vague and does not support an overall position. (3 points)</td>
<td>Presentation is not presented in a logical sequence. (1.5 points)</td>
</tr>
<tr>
<td>Presentation (4 points possible)</td>
<td>Presentation demonstrates excellent fluency, energy and eye contact with audience. (4 points)</td>
<td>Presentation demonstrates good fluency and eye contact with audience. (3 points)</td>
<td>Presentation demonstrates acceptable fluency and eye contact with audience. (2 points)</td>
<td>Presentation appears to be read from note cards and speech is not fluent. (1 point)</td>
</tr>
<tr>
<td>Time (2 points possible)</td>
<td>Presented within allotted time. (2 point)</td>
<td>Barely finished within the allotted time by speeding up toward end of presentation. (1.5 point)</td>
<td>The last group member to speak could not finish the presentation in time. (1 point)</td>
<td>Did not finish within the allotted presentation time, to the point where speakers did not get to present. There is no time for professor to make comments. (0.5 point)</td>
</tr>
<tr>
<td>Dress (2 points possible)</td>
<td>All group members are dressed appropriately for board meeting. (2 points)</td>
<td>Majority of group members are dressed appropriately for board meeting. (1.5 points)</td>
<td>More than half of group members are dressed inappropriately for board meeting. (1 point)</td>
<td>All group members are dressed inappropriately for board presentation. (0.5 point)</td>
</tr>
</tbody>
</table>
Rubric for the *Confidential Report* on Case Study *Presentation*

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>1. Completes tasks on time</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>2. Expresses thoughts clearly</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>3. Is available for pre-arranged meetings, chats and other communications</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>4. Collaboration with Peers</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 “make waves.”</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>5. Takes a leadership role in completing some part/aspect of Presentation.</td>
<td>Has acted as leader in completing some part/aspect of Presentation.</td>
<td>Has sometimes led a portion/aspect of Presentation.</td>
<td>Has sometimes led a portion/aspect of Presentation but sometimes is not a good team leader.</td>
<td>Has not led in any part/aspect of this Presentation.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL**

Additional remarks (as needed):
Timeline for Case Study:

- **By the beginning of class, September 21:** The team will have selected a company to research. One member sends a confirmation email with team member names to Dr. Spencer.

- **During the period Oct. 19-23 & 26-30:** All members of your team will have a 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.

- **Before the beginning of class, November 9:** Each member of your team will submit a filled out and signed Responsibilities Form (see p. 10).

- **Before 7 p.m., December 7:**
  - One member of your team submits your final report to Dr. Spencer.
  - Each team member individually submits her/his confidential report, based on the rubric on p.11 above, through Bb Submit Assignments.
  - All are prepared to give presentations. Prepare for and dress 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 minutes to convince the stockholders or board of directors to adopt your recommended strategies. Because of this very short time allotment, assume they know some of the background information in your written report.

The case study (1) written reports and (2) confidential reports on the written reports are due via Bb submission BEFORE 7 p.m., December 7.

Case studies will be scored as follows *(also see p. 9 above for details)*:

<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 analyzed the case</td>
<td>35</td>
</tr>
<tr>
<td>• How well the team used appropriate definitions/concepts/theory</td>
<td>35</td>
</tr>
<tr>
<td>Writing mechanics of final report:</td>
<td>30</td>
</tr>
<tr>
<td>• Relevant writing of appropriate length</td>
<td>16</td>
</tr>
<tr>
<td>• Clarity and correct formatting of writing</td>
<td>14</td>
</tr>
<tr>
<td><strong>Confidential contributions report on the WRITTEN REPORT,</strong> submitted by each team member individually</td>
<td>10</td>
</tr>
<tr>
<td>Presentation:</td>
<td>20</td>
</tr>
<tr>
<td>• Appropriate information presented – group/individual</td>
<td>12</td>
</tr>
<tr>
<td>• Presented competently, within the allotted time</td>
<td>8</td>
</tr>
<tr>
<td><strong>Confidential contributions report on PRESENTATION,</strong> submitted by each team member individually, WITHIN 48 HOURS of the presentation</td>
<td>10</td>
</tr>
<tr>
<td>TOTAL</td>
<td>140</td>
</tr>
</tbody>
</table>
End-of-course Grades

End-of-course grades will be assigned based on each student’s **total points** as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>540+ points</td>
</tr>
<tr>
<td>B</td>
<td>480-539 points</td>
</tr>
<tr>
<td>C</td>
<td>420-479 points</td>
</tr>
<tr>
<td>D</td>
<td>360-419 points</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 360 points</td>
</tr>
</tbody>
</table>

**Note 1:** A missed exam without prior approval will be recorded as a zero. However, with prior approval, the student may be allowed to make up the points for the missed 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.

**Note 3:** Do NOT rely on your *percentage* as reported by Blackboard (Bb); your grade is based on POINTS, not Bb percentages.

Bb reports your percentage based on only the work you *submit*, NOT based on all work *assigned*. 
The reading assignments and the *tentative* dates for exams 1, 2 & 3 are provided below.*

| Class meeting date, for start of assignment | Besanko, et al. chapters and the course Chapter Notes are to be read BEFORE CLASS on the unit’s beginning date as indicated in the left column.

*Students will consult other texts as appropriate & as assigned during the course – including but not limited to articles to be discussed during class.*

**Homework** for each chapter will be sent in through Bb Submit Assignments before class begins on the Tuesday following the class during which that chapter was discussed. |
|---|---|
| Aug. 31 | **Introduction to course & the material right before Besanko’s Chapter 1 on pp. 9-37:** Economics Primer: Basic Principles (review)

*Before our 1st class, read pp. 9-37 in the Besanko text.* |
| Sept. 14 | Besanko’s Chapter 2: The Horizontal Boundaries of the Firm |
| Sept. 21 | Besanko’s Chapter 3: The Vertical Boundaries of the Firm
Case study teams will have selected the firms they will research. |
| Sept. 28 | Besanko’s Chapter 12: Performance Measurement and Incentives |
| Oct. 5 | **Exam 1: Pp. 9-37 (review) and Chapters 2, 3 & 12** |
| Oct. 12 | Besanko’s Chapter 5: Competitors & Competition: **Read only pp. 163 - top of 181 and 191-194 [skipping the Cournot &Bertrand models]** |
| Oct. 19-23 & 26-30 | **Case Study team meetings with Dr. Spencer** |
| Oct. 19 | Besanko’s Chapter 6: Entry & Exit
Case study teams will hold meetings with Dr. Spencer this week. |
| Oct. 26 | Besanko’s Chapter 7: Dynamics: Competing Across Time, skipping the very short “Strategic Substitutes & Strategic Complements” section [bottom of p. 228 through top of p. 229] |
| Nov. 2 | **Exam 2: Chapters 5-7** |
| Nov. 6 | **Last day to drop a course with an automatic grade of "W"** |
| Nov. 9 | Ch. 8. Industry Analysis |
| Nov. 16 | Besanko’s Chapter 9: Strategic Positioning for Competitive Advantage

**Case Study Responsibilities Form due, submitted through Bb Submit Assignments before class.** |
| Nov. 23 | Besanko’s Chapter 11: Sustaining Competitive Advantage |
| Nov. 30 | **Exam 3: Chapters 8, 9 & 11** |
| Dec. 7 | **Case study written reports** and their associated **confidential reports** submitted through Bb Submit Assignments before class. |
| Dec. 7 | **Case study Presentation – Maximum of 15 minutes in length** |
| Dec. 9 | **Presentation confidential reports** submitted through Bb Submit Assignments within 48 hours of Presentation |

*Any changes will be announced in class. It is the student's responsibility to come to class to be informed of any syllabus and schedule changes.*