ECON 5315.W01: Managerial Economics
Summer I 2020
Class dates: May 11 through June 26

Course Administrator: Dr. Alisher Akhmedjonov
E-Mail: alisher.akhmedjonov@tamucc.edu
Office Telephone: 571-510-0210

Course Instructor: Dr. Diana Garza
E-Mail: Diana.Garza-Ortiz@tamucc.edu

Course Instructor: Professor Kelly Wen
E-Mail: kelly.wen@tamucc.edu

Course Instructor: Professor Nicole Gwanzura
E-Mail: nicole.gwanzura@tamucc.edu

You will be working with either Dr. Garza, Professor Kelly, or Professor Gwanzura throughout this course. Your instructor, Dr. Garza, Professor Wen or Professor Gwanzura, will read posts and answer your questions almost every day. Expect Dr. Akhmedjonov to be available every day.

Need Help? Contact the Help Desk
By Phone: 361-825-2692 (Local) & 1-866-353-2491 (Long Distance)
By E-mail: computer.helpline@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

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><em>Examity® PROCTORED</em> Exams, worth 50 points each: <em>Examity® PROCTORED</em> Exam 1 scheduled for Monday, June 1, and PROCTORED Exam 2 scheduled for Tuesday, June 16.* Please note that all exams will be *Examity® proctored, and it is your responsibility to make appointments with <em>Examity® for them.</em></td>
<td>100</td>
</tr>
<tr>
<td>Weekly Discussions, <em>due before midnight on the 7th day of the unit</em> (each <em>Sunday</em> for the first ½ of the term, then switching to <em>Monday</em> after the first exam). 5 weekly discussions, 40 points each.</td>
<td>200</td>
</tr>
<tr>
<td>Homework (10 points each), <em>due before midnight on the 7th day of the unit</em> (Includes 10 chapters’ homework)</td>
<td>100</td>
</tr>
<tr>
<td>Case Study Written Report and its associated Confidential Report: midnight, <em>Friday, June 19</em></td>
<td>100</td>
</tr>
<tr>
<td>Presentation and its associated Confidential Report: midnight, <em>Monday, June 22</em></td>
<td>50</td>
</tr>
<tr>
<td>End-of-course Case Study Project Presentation discussions, <em>June 23-25</em></td>
<td>50</td>
</tr>
<tr>
<td>TOTAL</td>
<td>600**</td>
</tr>
</tbody>
</table>

*Exams are scheduled to be completed within a 2-hour period from the time you begin the exam, between 8 a.m. and midnight, June 1 and June 16.*

Whether and within which hours the 8:00 a.m. - midnight time frame is available for you depends upon the appointment that YOU are responsible for setting up with *Examity®.*

**NOTE: You are responsible for paying fees to *Examity®* for taking these exams.**

Any changes in these dates will be announced in advance.

**Quizzes are extra credit (optional); they are not included in this table. See pp. 3 and 7 to learn more. No early or late exams (quizzes) are allowed. No make-ups are allowed.**

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 regular participation will adversely affect their grades.

*Students are responsible for all assignments due, including meaningful contributions to discussions – contributions that enhance critical thinking and problem solving in the discussion. You will find the rubric used to grade your discussion entries on p. 5. It is based on the work of in the Edelstein and Edwards, available at [http://www.westga.edu/~distance/ojdla/spring51/edelstein51.pdf](http://www.westga.edu/~distance/ojdla/spring51/edelstein51.pdf).*

In discussion boards, knowing the definition and rules for “forums”, “threads” and “replies to threads” is essential. When you are the first individual to address a question, don’t answer inside another existing
thread; create a new thread for each question. **REPLY** to anyone else’s posted thread within that thread. Otherwise, your answers will be lost. If you want to get a thread started, you’ll need to reply to your own thread for your responses to be visible to the instructors and group.

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

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

Trust the APA stylebook(s) you can access, especially APA, 6th ed. You may also want to consult https://owl.english.purdue.edu/owl/, 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.

**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. *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 2 Examity®-PROCTORED exams, meaningful contributions to discussions, homework, **quizzes for extra credit (optional)**, and a Case Study research project.

You will also be randomly assigned to research groups to complete the case study; each of these groups will include no more than 7 students, as well as your instructor.

**Dropping a Class:** I hope that you never find it necessary to drop this class. However, events can sometimes make dropping a course necessary. Should dropping the course be the best action, initiate the process by faxing a completed form and a copy of your photo ID to the Office of the Registrar, 361-825-5887. Forms: http://registrar.tamucc.edu/forms.html. **Just stopping participation WILL NOT result in your being dropped from the class.**

**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. 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, extra credit 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 until all assigned chapters in Besanko, et al. have been discussed. Each of these discussions will contribute 40 points toward 200 points maximum.

**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 3 days per week. All discussion entries are due BEFORE midnight on the 7th day of the unit. **Making entries during the last 2 hours of the discussion is unlikely to allow others the opportunity to comment on your entries – making those entries a monologue, not a discussion, unless you’ve pre-arranged with others to join in at that time. You will earn very little, if any, credit for such monologues; see #6 on the following page.**

**Accessing articles for discussions**: To access news article(s), go to “Syllabus and Course Schedule” and click on “Articles on Library Reserve.”

**Accessing discussions**: To access your weekly discussions, click on Groups in the blue navigation bar and look for a discussion for that week. Click on it, and you should have access to the weekly discussions.
Students are responsible for meaningful contributions to discussion – contributions that enhance critical thinking and problem solving.

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%) the time, and misspells no words.</td>
<td>Expresses thoughts clearly and distinctly all (100-95%) 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 discussion too late for most others to respond.</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL

Technology Applications:

- You are expected to be proficient in Blackboard 9.1.
- 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 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, via Bb’s Submit Assignments. 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 ONLY 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.

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

Examity®-PROCTORED Exams

Two PROCTORED exams (tests) will be given during the semester, on Monday, June 1 and Tuesday, June 16. These exams are available from 8 a.m. till midnight. Within that time frame, you will have a 2-hour period, once you begin, to complete each of these exams. No early or late exams are allowed. No make-ups are allowed.

This course requires the use of exam-proctoring involving third party charges. Your exam-proctoring charges may be as much as $50.00 per exam. You should schedule your exam appointments 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.

In this class, you will take your tests remotely and they will be proctored by a service called Examity®. Detailed instructions on how to use Examity® will be provided to you by your instructor, please log in as soon as possible to set up your profile.

To use Examity®, you will need to make sure you meet the following technical requirements:

- You must take your exam on a computer with a webcam and a microphone (both built-in and external are fine.)
- You must take your exam from a location that with sufficient Internet speed: at least 700KBPS upload and download speed. You can test your Internet speed at http://www.speedtest.net.

If you have any questions or concerns, you can contact Examity®’s technical support team 24/7 via email at support@examity.com or phone at (855)-392-6489.

The 8:00 a.m. – midnight time frame depends upon the availability of EXAMITY® during those times.

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 within Bb.

Extra credit can take several forms, including quizzes, opportunities to analyze business practices as portrayed in movies and/or 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 ONLY to arrive at answers to extra credit questions. But do not plagiarize each other’s answers; put your answers into your own words! Otherwise you and the individual(s) with whom you collaborated will NOT earn credit.

You will have a 1-hour time period from the time a quiz is posted – at 8:30 p.m. CDT - 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.

No early or late exams/quizzes are allowed. No make-ups are allowed.

CASE STUDY
You will work as a member of a group of 5-7 randomly selected members to complete this project.

Your group will write a case study report and give a presentation on a pharmaceutical firm in the USA. Your group will select a company to research from the list I have provided, below - unless you successfully petition to research a company that is not listed that also operates in this industry:

Your team will decide upon the firm you will study from the list below (unless you know of one not listed), with each team selecting a different firm.

If two groups select the same firm, the group that made the request first will be granted that choice:

<table>
<thead>
<tr>
<th>Company</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Johnson and Johnson</td>
</tr>
<tr>
<td>3. Abbott Laboratories</td>
</tr>
<tr>
<td>5. Amgen</td>
</tr>
<tr>
<td>7. Celgine Corporation</td>
</tr>
<tr>
<td>9. Gilead Sciences</td>
</tr>
</tbody>
</table>

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.
All case study communications that are not held face-to-face should take place in a Group Discussion space that will be set up for this purpose only – once your case study groups are randomly selected. Your instructor may monitor your postings to be able to comment if your team seems to need additional guidance.

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 (Besanko’s Chapter 5)
C. Explaining your firm’s corporate culture (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 (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 (Chapter 9)
   1. Benefit (related to demand)
   2. Costs (related to supply)

H. Strategic positioning in this market (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 group will write a paper that adequately describes (A) through (I) above.

See p. 11 for the Case Study written report scoring rubric.
**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 below. See the page above for the list of topics. Case study (1) Reports and (2) Presentations are to be submitted using **Group Assignments** located at the bottom of the page you see when you click into your Case Study **Group area.** Reports must be sent as a **single** MSWord file. So I know it has come from your entire team, be sure your name(s) and course/section numbers are provided in title pages.

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.

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.

**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 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 days 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. Your instructor 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.*

If your report contains ANY evidence of plagiarism when it is submitted, in the sections for which you as an individual team member are responsible, the maximum score your report may earn will be 50%; your instructor reserves the right to award a score of zero (-0-) on the paper as a result of evidence of gross plagiarism.

See the specific grading criteria in the table on the page below. See p. 7 for the list of firms.
**Written Case Study Rubric for the 90 Points Possible on Written Case Study** *(excluding points for confidential report)*

<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>Analysis of Case (35 points possible)</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>Application of Concepts (35 points possible)</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>Relevant Writing of Appropriate Length: Includes Accuracy of Documenting Sources* (10 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 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 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. (8 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. (9 to 10 points)</td>
</tr>
<tr>
<td>Clarity/Formatting (10 points)</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 points)</td>
<td>Some passages unclear. Often follows case study outline, syllabus instructions on formatting and APA formatting, but not throughout the paper. (8 points)</td>
<td>Almost all passages clear. Follows case study outline, syllabus instructions on formatting and APA formatting throughout the paper. (9 to 10 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 submit in Blackboard under “Case Study, Presentation” by Thursday, June 11. You may wish to print it, sign it and make 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
The case study **final reports** and your individual confidential reports on the team members’ work on this report (see below), are due via Blackboard’s **Submit Assignments**, by midnight, **Friday, June 19**.

**WARNING:** The names of all team members must be at the top of the electronic report the team will send in by the **June 19** 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 Different 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 written report (see p. 13), and (2) another, DIFFERENT CONFIDENTIAL REPORT on the presentation (see p. 15): Each partner must separately send in, via Blackboard’s 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 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 **written report rubric** provided on the next page (p. 13), you will create **ONE REPORT** 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 each of your teammates, via Blackboard’s Submit Assignments. [That is, do NOT submit a separate file for each team member.]

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, by midnight, **Friday, June 19**.

**Timeline for Written Case Study Report:**

- **By May 17:** Case Study groups are randomly selected.
- **During the week of June 8:** All members of your team will have a WebEx meeting with your instructor 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 Thursday, June 11:** Each team member will have sent in the signed “Responsibilities” document (see p. 11, above).
- **By midnight, Friday, June 19:**
  - One member of your team sends your final report, using Bb’s **Submit Assignments**.
  - Each team member individually sends her/his written-report confidential report, using Bb’s **Submit Assignments**. (See the confidential report form on the page below.)
**Confidential Report Rubric for 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 “make waves.”</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):
Case Study Presentation

You will create a brief presentation of your findings and recommendations, in a maximum of 15 PPT 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.

Using the confidential presentation rubric provided on page 15 below, you will create ONE REPORT (NOT one for each team member individually) for the presentation. Each report will include, for each of your team members, the p. 15 rubric, 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’s Assessments.

Presentations will be scored as follows:

<table>
<thead>
<tr>
<th>Case Study Rubric for the 20 Points Possible on Group Presentation (excluding points for confidential report)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria</td>
</tr>
<tr>
<td>Content (6 points possible)</td>
</tr>
<tr>
<td>Organization (6 points possible)</td>
</tr>
<tr>
<td>Communication (6 points possible)</td>
</tr>
<tr>
<td>Readability (2 points possible)</td>
</tr>
</tbody>
</table>
The term “confidential” means that only you and your instructor will see this report; you will not share any portion of it with your team members. This report is due when the presentation is due, by midnight, Monday, June 22.

By Monday, June 22:
- One member of your team sends your presentation, as a Bb’s Assessments. 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. Presentations will be scored as shown in the rubric on p. 14.
- Each team member individually sends in a SECOND confidential report that indicates the work of one’s team members on the presentation. (See the rubric below.)

**Confidential Report** Rubric for Case Study Presentation

<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>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>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>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):
Case Study Discussion

The final discussion of the term will take place June 23-25, in Bb’s Discussion Forum, concerning the Case Study Project Presentations. A discussion will be available for each of your instructor’s case study groups, with that group’s PPT presentation attached, June 23-25. Individuals not in that particular Case Study Project group will be responsible for reading the presentation and asking meaningful questions; additionally, all group members who created that Case Study Project Presentation will be responsible for taking turns in providing thoughtful answers. Fifty (50) points is the maximum number of points a student can earn for this final discussion, based on asking questions on others’ Project Presentations and on answering questions on one’s own group’s Project Presentation.

End-of-course Grades

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

A: 540+ points
B: 480-539 points
C: 420-479 points
D: 360-419 points
F: < 360 points

Note: Other than the credit explained above, a student will not be allowed to do any additional work to improve her or his grade.

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.
Chapter Notes (and the publisher’s PPT slides) are posted to: (1) give you a framework 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 you begin reading the chapter.

The first date in the left column in the table below is the beginning date for the study unit. Your assignments, discussions and other activities for that week should be completed before midnight of the last date of that unit.

You should plan to complete each week’s assignments on a timely basis during the assignment week. Make every effort to stay current. **If you get behind, it is difficult or even impossible to catch up.**

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**UNITS OF STUDY**

Dates for studying the materials and completing related assignments

| Reading: One or more chapters in our textbook and one or more news articles that illustrate some of the major concepts in each chapter are to be read before the first date indicated in the column to the left. Within each unit you will find one or more news articles assigned along with each chapter. Students will consult other texts as appropriate & as assigned during the course – including but not limited to e-reserve articles that will be discussed. |

| Unit 1: May 11-17 | Introduction to Managerial Economics and orientation to this course |
| Besanko’s Basic Microeconomics Principles, pp. 9-37 *(should be review of microeconomic concepts already learned)* |
| Besanko’s Chapter 2: The Horizontal Boundaries of the Firm |

| Unit 2: May 18-24 | Besanko’s Chapter 3: The Vertical Boundaries of the Firm |
| Besanko’s Chapter 12: Performance Measurement and Incentives |

| Unit 3: May 25-31 | Besanko’s Chapter 5: Competitors & Competition *Read only pp. 163 - top of 181 and 191-194 [skipping the Cournot & Bertrand models]* |
| Besanko’s Chapter 6: Entry & Exit |

**June 8**

*Last day to drop a course with an automatic grade of “W”*

| Exam 1, Monday, June 1 | Concepts from Besanko’s pp. 9-37 (review) & Chapters 2, 3, 12, (abridged) & 6 |

| Unit 4: June 2-8 | 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]* |
| Ch. 8. Industry Analysis |

| Unit 5: June 9-15 | Besanko’s Chapter 9: Strategic Positioning for Competitive Advantage |
| Besanko’s Chapter 11: Sustaining Competitive Advantage |

**Thursday, June 11**

*“Responsibilities” form due (see p. 11)*

| Exam 2, Tuesday, June 16 | Comprehensive, some concepts from Besanko’s pp. 9-37 (review) and Chapters 2, 3, 12, 5 (abridged) & 6; but focusing on Besanko’s Chapters 7, 8, 9 & 11 |

| Friday, June 19 | Case Study Written Reports and their associated Confidential Reports are to be submitted by midnight, Friday, June 19. |

| Monday, June 22 | Case Study Presentations and their associated Confidential Reports are to be submitted by midnight, Monday, June 22. |

| June 23-25 | Class-wide discussions of project presentations Tuesday, June 23 until midnight, Thursday, June 25. |

| June 30 | *Last day to withdraw from all courses for the seven-week term with an automatic grade of “W” in all courses.* |

*Students are able to work on the course at times during the week that are best suited to their schedules – except for the two exams; the assignments are identified by week rather than for a specific date. Any changes will be announced in emails. It is the student’s responsibility to read emails to be informed of any syllabus changes.*