**Integrating Sustainability into the Curriculum (ECON201-Microeconomics)**

**Final Project: AUG6-FINAL**

**Prepared by Liliana Halim**

**Summer Project 2013**

My personal sustainability teaching mission statement

* As an Economics Instructor, I will incorporate the Sustainability into the class materials.
* I will emphasize to my students the awareness that our economic (and other non-economic) choices that we made every day accumulates, aggregates, and compounds towards our environment, and these impacts will always find its way back to us.
* It is important to discuss the positive and negative “externalities” of these choices, for our own good and for the generations to come. Our individual and the whole society’s short-run actions, goals, or concerns need to coordinate or synchronize with the long-run ones.

My statement connecting sustainability to my discipline

* As an Economics instructor, I have the opportunity to include the sustainability issues into the topics whenever I deemed suitable, throughout class discussions, examples, assignments, essays, or discussion questions.
* I will start with the principles of scarcity, trade-off and opportunity costs. I will emphasize and re-emphasize that profit-maximization of a business does not mean that it has to sacrifice the sustainability aspect, as shown in TED Talk by the carpet business owner, or other examples from real life sustainability business and economic practices.
* I will address the consumption behavior that our society has been indulging the past decades, and discuss the effects of over-consumption to our own habitat.
* I will ask students to reflect on their own consumption behavior and what they can do about it to change their future consumption choices.
* I will ask my students to suggest, persuade, and influence their closest circles of people in their personal lives, families and friends, on their choices to be more aware of their powerful impact on our environment and human systems.

My teaching portfolio that outlines how my Econ content will be sustainability-related, including: a table that maps the sustainability outcomes to course learning outcomes

**Map: Sustainability Outcomes and Econ 201 Outcomes**

|  |  |
| --- | --- |
| **Sustainability Outcomes** | **Econ 201 Outcomes** |
| * Synthesize and communicate an understanding of social, economic, and environmental systems in the context of sustainability. | Be able to evaluate economic examples as they related to personal incentives, voluntary exchanges, and to recognize the key concept of opportunity cost. |
| Apply an ethical perspective in which one views oneself as embedded in the fabric of an interconnected world. | Apply the basic model’s approach to factor markets  Recognize and apply ‘economic thinking’ to various policy issues and applied problems, incorporating appropriately both positive and normative elements of analysis, with measures of efficiency and equity. |
| Demonstrate connections between a student’s chosen course of study and sustainability. | Be able to evaluate economic examples as they related to personal incentives, voluntary exchanges, and to recognize the key concept of opportunity cost.  Be able to set-up and identify, both graphically and in words, a competitive market model’s associated components and outcomes (demand, supply, price, equilibrium) and their link to utility theory, and various production decisions  Be able to calculate both marginal and average values for a variety of data sets and be able to use them appropriately within decision-making evaluations of choices |
| Demonstrate technical skills and expertise necessary to implement sustainable solutions in solving problems related to the course. | Expand the basic model to address elements of market failures |
| Explain how sustainable thinking and decision-making contribute to solutions for current and emerging social, environmental and economic crises. | Be able to evaluate economic examples as they related to personal incentives, voluntary exchanges, and to recognize the key concept of opportunity cost.  Be able to set-up and identify, both graphically and in words, a competitive market model’s associated components and outcomes (demand, supply, price, equilibrium) and their link to utility theory, and various production decisions  Understand the value of the competitive market model’s outcome as a benchmark for evaluating more realistic models of industrial organization such as Monopoly, Oligopoly and Monopolistic; and government activity. |
| Apply practical solutions to real-world sustainability challenges. | Expand the basic model to address elements of market failures |

**Teaching Strategies -** a short explanation of teaching strategies that I will use in incorporating the sustainability-oriented assignments into Econ 201.

There will be two assignments throughout the term, where students are expected to write a response essay to each.

The first assignment, below, will be assigned to my students in Econ201 Microeconomics class, at the beginning of the term, around the second and third week, when we discussed the role of market demand and supply, and then the role of government policies that sometimes intervene the market. The purpose of this assignment is to bring students to realize the power of their individual choices to the sustainability of our human systems in the context of Microeconomics.

The second assignment will be assigned towards the end of the term, after we finished discussing the production costs and the concept of marginal analysis (marginal benefits and marginal costs) in class. The purpose of this second assignment is is to prepare students towards the future choice with multi-fold objectives: (1) that there are choices they could make in the future that would be profitable for them individually as well as to help the societies while pursuing their efforts to achieve their goals, (2) to encourage entrepreneurship and to create jobs, and (3) to be sustainably aware in their endeavors.

**Assignments, Activities, Resources**

**For each activity, included are:**

* + - the course outcome and sustainability outcome that the assignment maps to
    - a description of the activity (lesson plan, assignment, lecture, project)
    - an explanation of how the activity will be assessed (graded)

**See below.**

**Assignment 1:**

**Government Intervention and Sustainability**

Occasionally government interferes the market, rather than letting it be – as in “laissez faire” - by controlling the price or quantity produced. In the case of “rent control”, the government sets the price of rental apartment lower than the market price, in order to help lower income group getting access to housing. Economists think that this leads to deadweight loss, a welfare loss to the society, coming out in different forms. Other types of government intervention over the markets are subsidy policy on agricultural products, minimum wage policy, and quota.

Another reason that government sometimes intervene the market nowadays is sustainability. Sustainability-oriented policy is an anticipatory action that aims on protecting human health, the environment, and the human systems overall. Placing fishing quotas on the coast of the United States is an example of preventing overexploitation of the natural resource fish.  Without this quota policy, it creates a situation called the tragedy of the commons.  Tragedy of the commons occurs when there is a lack of defined and/or enforced property rights on an asset, which in this case is fish.  A person would never on purpose deplete their own source of income for short term gain but in this case if a fisherman does not fish as much as he can, someone else will, which leads to inevitable depletion of the resource.  Creating quotas prevents the extinction on fish, but also creates a deadweight loss and new market for the fishing licenses.  This type of policy does prevent tragedy of the commons situations and is environmentally beneficial for sustainability by creating property right and incentive to not overexploit the fish.

1. Pick one industry where the government intervention with consideration of protecting environmental sustainability might have positive impact on the total market, instead of creating a deadweight loss. It could be in your own town, or state, or any other states, or other countries. Describe how that policy has that positive impact.
2. If you are to pick one item of good to purchase this month that is environmentally sustainable and yet, at a good price too, that you might enjoy, what would it be. Would it also be profitable for the producer of this good? Explain briefly. As you consider what product to choose, keep it mind how sustainable it is; and to gain insight, please watch this The Story of Stuff

<http://www.youtube.com/watch?v=9GorqroigqM>

Write up in 1000 words (minimum) and 2000 words (maximum), responding to this assignment; type it up neatly, free of grammatical or spelling errors, upload it on Canvas.

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**Resources**

1. The Story of Stuff from youtube.com
2. “Plenitude”, a book by Juliet Schor

**Sustainability Outcomes**

Synthesize and communicate an understanding of social, economic, and

environmental systems in the context of sustainability.

**Econ201 Outcomes**

Be able to evaluate economic examples as they related to personal incentives,

voluntary exchanges, and to recognize the key concept of opportunity cost.

**Grading (Assessment)**

The students’ response will be graded in 5 points: each point represents the following:

1. the response should be well-laid out with good reasoning, and within limit of 1000-2000 words
2. it addresses economics theory
3. it addresses sustainability goals
4. free of grammatical errors
5. free of spelling errors

**Assignment 2:**

**Trade, Production and Sustainability**

Profit has been a dirty word to Environmentalist and those who are sustainability-oriented for many years. Terms such as Greedy Industrialists and Profit Seekers have been used to attack entrepreneurs in the business worlds. However, there is a new trend among the entrepreneurs and capitalists to move towards sustainability as they realized the potential hazard to our human system if we do not take action to preserve our resources and to treat our Mother Earth with dignity. A transformed entrepreneur includes all the "true cost" in the calculation of marginal benefits and marginal costs of their production.  Watch this TED talk of a businessman, a carpet producer, that embraces sustainability while maintaining and even increasing his company’s revenues and profit.

Source: <http://www.ted.com/talks/ray_anderson_on_the_business_logic_of_sustainability.html>

Suppose that a Venture Capitalist (VC) approached you upon your graduation from college and offered a “seed money” that starts from $100,000 up to $1 million, to finance you to start a new business, instead of looking for a job at a company or an organization and be a salary man. This VC is quite open to ideas, you may be able to persuade them for more than the alloted $100,000. This VC has some requirements attached to this seed money: (1) It has to create jobs for others; (2) The product has to be a creative new production; (3) The product has to be sustainable, in terms of method and technology of the production and use of raw materials all the way up to the hand of the end consumers; (4) The product has to be able to help consumers live in a more sustainable way; (5) Lastly, it has to be profitable.

Write up in 1000 words (minimum) and 2000 words (maximum), an outline of your proposal responding to this opportunity; type it up neatly, free of grammatical or spelling errors, upload it on Canvas.

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**Resources**

1. Source: <http://www.ted.com/talks/ray_anderson_on_the_business_logic_of_sustainability.html>
2. “Microeconomics”, textbook, by Paul Krugman

**Sustainability Outcomes**

Demonstrate connections between a student’s chosen course of study (Economics) and sustainability.

Explain how sustainable thinking and decision-making contribute to solutions for current and emerging social, environmental and economic crises.

**Econ201 Outcomes**

Be able to evaluate economic examples as they related to personal incentives, voluntary exchanges, and to recognize the key concept of opportunity cost.

Be able to calculate both marginal and average values for a variety of data sets and be able to use them appropriately within decision-making evaluations of choices

Understand the value of the competitive market model’s outcome as a benchmark for evaluating more realistic models of industrial organization such as Monopoly, Oligopoly and Monopolistic; and government activity.

**Grading (Assessment)**

The students’ response will be graded in 5 points: each point represents the following:

1. the response should be well-laid out with good reasonings, and within limit of 1000-2000 words
2. it addresses economics theory
3. it addresses sustainability goals
4. free of grammatical errors
5. free of spelling errors

A copy of the syllabus for the course with evidence that it will be sustainability related

Econ201-Syllabus for the Fall Quarter 2013 is attached with inclusion of sustainability outcomes under the following segments/headings:

* + - 1. Course Outcomes
      2. Essays
      3. Calendar (on week 3 and week 8)

# Econ201 - MICROECONOMICS Syllabus – Fall 2013 (9/23-12/9)

**5107-C Daily 11.30 – 12.20 classroom B204**

**5109-E MW/F 1.30 - 3.20/ 2.20 classroom A208**



Instructor: Liliana Halim, PhD

E-mail: [Liliana.halim@bellevuecollege.edu](mailto:Liliana.halim@bellevuecollege.edu)

Phone: 425.564.**6245**

Office location: A200-A

Office Hours: MWF at 12.30-1.30pm, or by appointment at other times.



Course Outcomes

* Be able to evaluate economic examples as they related to personal incentives, voluntary exchanges, and to recognize the key concept of opportunity cost.
* Be able to set-up and identify, both graphically and in words, a competitive market model’s associated components and outcomes (demand, supply, price, equilibrium) and their link to utility theory, and various production decisions
* Apply the basic model’s approach to factor markets
* Expand the basic model to address elements of market failures
* Be able to calculate both marginal and average values for a variety of data sets and be able to use them appropriately within decision-making evaluations of choices.
* Understand the value of the competitive market model’s outcome as a benchmark for evaluating more realistic models of industrial organization such as Monopoly, Oligopoly and Monopolistic; and government activity.
* Recognize and apply ‘economic thinking’ to various policy issues and applied problems, incorporating appropriately both positive and normative elements of analysis, with measures of efficiency and equity.
* *In addition, students may be introduced to a subset of the following:*
* Elasticity as a measure of quantity’s responsiveness to changes in prices or income
* Maximizing behavior and the limitations of rationality assumptions for households (as consumers), firms (as producers); indifference curves and budget constraints.
* Discuss alternative mechanisms of allocation beyond the market mechanism of the price signal
* Understand the tax system (sales tax and income tax) and its impact on the society

In addition, sustainability economics goals will also be addressed in the following areas:

* Synthesize and communicate an understanding of social, economic, and environmental systems in the context of sustainability.
* Apply an ethical perspective in which one views oneself as embedded in the fabric of an interconnected world.
* Demonstrate connections between a student’s chosen course of study and sustainability.
* Explain how sustainable thinking and decision-making contribute to solutions for current and emerging social, environmental and economic crises.
* Apply practical solutions to real-world sustainability challenges.

Course Prerequisites

* A 30 prior credit of college is recommended. You should have a good understanding of basic Math (Algebra) such as calculating averages, percentage changes, graphing, and setting up and solving simple equations. Additionally, you should have good English writing skills.

How Outcomes will be met

Firstly, please make sure you have your ***MyBC Account*** activated, and your ***Canvas*** account.

Always check for “**Announcements”&“MODULES”**

Read through the Syllabus and the Course Calendar.

Register with Saplinglearning.com (for the weekly homework)

To help us structure the class, please check the calendar in the last page of this syllabi. We will have two sessions a week, here are the plan of the class sessions tentatively:

-Lecture (chapter coverage see below for the schedule), and going through some examples

-In-class (group) exercises (teamwork) – will be assigned each week

-Online homework (via Saplinglearning.com) – by the end of the week

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Please read the chapters discussed in class prior and/or after attending classes, so that by the end of the week, when you do your online Sapling homework, you are ready to tackle it.

Grading

Each of your work will graded with 100 point-base and then will be taken in percentage as follows:

A 92-100

A- 88-91.9

Teamwork/Participation 10% B+ 84-87.9

In-Class Group Exercises 20% B 80-83.9

Essays 20% B- 76-79.9

Final Exam 30% C+ 72-75.9

Sapling Homework 20% C 68-71.9

Total 100% C- 65-67.9

D+ 60-64.5

D 56-59.5

We will cover 16 chapters of the textbook, and for each chapter you will have enough assignments to improve your grade (homewok, in-class exercise) throughout the term. Your grade reflects your understanding of the chapter readings and lectures, and the time and efforts that you put into it. Including in the participation is (not only attendance) but also your attention and participation in solving problems, or responding to the examples, which you might be asked in turns.

Books & Materials

For Reference: *Microeconomics,* Paul Krugman and Robin Wells, 2e, Worth Publisher

For homework, I’ll be using Sapling exercise, and for a stand-alone access for a quarter, ($24.99), register with Saplinglearning.com

Discussion will also cover the ongoing economic issues from newspapers and magazines: The New York Times, Economist, Business Week, Fortune, and other online sources.

Participation

The Participation constitutes 10 percent of your final grade.

This includes your attendance, participation in problem-solving, questions and answers, and a positive attitude in class.

A successful student have the following positive traits:

1. Dependable: Attend every class and be on time, college is much more intense than high school. If you must be absent, let the instructor know and find out what you missed, and catch up by the next class. If you must leave class early, let the instructor know prior to class.
2. Prepared for class and complete homework on time. Bring *tools* needed: books, syllabi, handouts, folder to neatly store assignments. Patience. Kindness. Hardwork.
3. Paying attention, focused and not distract others. Avoid disruptive behaviors such as texting, interrupting others, walk out of the class, loud, putting others down, doing other courses’ homework, etc.
4. Do your own work: confident building, and avoid plagiarism by quoting the sources.
5. Turn-off all other distractions: cellphone, laptop/ipad

In-Class Exercises

In-Class Exercises constitute 20 percent of your final grade. Every day or every other day after lecture and discussion, you will be assigned to solve one or two problems to reflect the materials of the day and to check your understanding; and Iwill also use this to monitor your attendance and participation . By the end of the week, you will be assigned an in-class exercises that I will grade and you will get the result the next day/week. You may submit as a group, but make sure you are fully involved (instead of relying on your classmates), as you will have to understand the materials when you do your homework Sapling online assignments, as well as the Exam.

Essays

Essays constitute 20 percent of your final grade.

There will be two essay assignments throughout the term, where students are expected to write a response essay to each, and upload it on Canvas. Students can access it and upload responses on Canvas under “Discussion”.

The first assignment, below, will be assigned at the beginning of the term, around the second and third week, when we discussed the role of market demand and supply, and then the role of government policies that sometimes intervene the market. The purpose of this assignment is to bring students to realize the power of their individual choices to the sustainability of our human systems in the context of Microeconomics.

The second assignment will be assigned towards the end of the term, after we finished discussing the production costs and the concept of marginal analysis (marginal benefits and marginal costs) in class. The purpose of this second assignment is to preparing students towards the future choice with multi-fold objectives: that there are choices they could make in the future, to encourage entrepreneurship and to create jobs, and to be sustainably aware in their endeavors.

The students’ response will be graded in 5 points: each point represents the following:

1. the response should be well-laid out with good reasoning, and within limit of 1000-2000 words
2. it addresses economics theories
3. it addresses sustainability goals
4. free of grammatical errors
5. free of spelling errors

Sapling Homework

Sapling assignments constitute 20 percent of your final grade. For all 16 chapters, you will be assigned 8-10 problems for each chapter. So each problem set for each chapter will constitute a small percent to your final grade, but they accumulate and they help you build deeper understanding. You will have 5 (five) attempts when solving each problem, before they are graded. Each week assignments will be graded on different scales depending on how many points are assigned to the set of questions. Your final Sapling grade will be totaled and expressed as a percentage. You have access to your book while doing these exercises so grades should be relatively high in this area. The questions can help you immensely since it provides you with immediate feedback also.

**Due Dates**

Any assignment can be completed earlier but not after the deadline since the system locks you out.  Note: All deadlines are based on local time (Pacific-time). Usually I will set up the due date on Monday at 11.59pm (midnight).

Here are the steps to access Sapling:

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Students:

1. Go to [http://saplinglearning.com](https://mail.bellevuecollege.edu/owa/redir.aspx?C=a31211a4ae0e475e9e870a24343e1b92&URL=http%3a%2f%2fsaplinglearning.com%2f)

2. If you already have a Sapling Learning account, log in then skip to step 5.

3. If you have Facebook account, you can use it to quickly create a SaplingLearning account. Click "create account" located under the username box, then click "Login with Facebook". The form will auto-fill with information from your Facebook account (you may need to log into Facebook in the popup window first). Choose a password, fill in the remaining information, accept the site policy agreement, and then click "Create my new account". You can then skip to step 5.

4. Otherwise, click "create account" located under the username box. Supply the requested information and click "Create my new account". Check your email (and spam inbox) for a message from Sapling Learning and click on the link provided in that email to confirm your account.

5. Find your course in the expandable list (sorted by subject, term, and instructor) and click the title link.

6. Select a payment option and follow the remaining instructions.

Once you have registered and enrolled, you can log in at any time to complete or review your homework assignments. During sign up - and throughout the term - if you have any technical problems or grading issues, send an email

to [support@saplinglearning.com](https://mail.bellevuecollege.edu/owa/redir.aspx?C=a31211a4ae0e475e9e870a24343e1b92&URL=mailto%3asupport%40saplinglearning.com) explaining the issue. The Sapling support team is almost always more able (and faster) to resolve issues than your instructor. \*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

Final Exam

The Final Exam constitute 30 percent of your final grade. Final Exam will follow the College’s schedule, and it will consist of 50 multiple-choice questions. Other information regarding final exam will be posted one week prior the date.

Please do not miss the exam. If it is an emergency, **you must notify me beforehand, and bring a written document.** You may do this makeup exam before the end of the quarter to get your final grade. This exam will not be corresponding with the exam that your other classmates had completed.

COURSE CALENDAR: FALL 2013 : Sep 23 – Dec 9, 2013; E201-Micro (5107C-Daily) or (5109E-MWF)

|  | Week | |  | assignments due |  |
| --- | --- | --- | --- | --- | --- |
| Sep-23 (mon) | 1 | Introduction: Syllabus, Sapling, Canvas  Ch.1 - Principles  Ch.2 – Appx: Math Review  In-Class Group Exercises | . | By Monday 11pm (the following week):  Sapling homework |  |
| Sep-30 | 2 | Discuss Sapling Issues (if any)  Ch.2 - PPF & Opportunity Costs  In-Class Group Exercises |  | By Monday 11pm (the following week)::  Sapling homework |  |
| Oct-7 | 3 | Ch.3 - Supply-Demand  In-Class Group Exercises |  | By Monday 11pm (the following week)::  Sapling homework  **Essay-1** |  |
| Oct-14 | 4 | Ch.4 - Consumer Surplus  Ch.5 - Government Controls  In-Class Grp Exercise/Discussion |  | By Monday 11pm (the following week)::  Sapling homework |  |
| Oct-21 | 5 | Ch.6 – Elasticity  Ch.7 – Taxes  In-Class Grp Exercise/Discussion |  | By Monday 11pm (the following week)::  Sapling homework |  |
| Oct-28 | 6 | Ch. 8 – Int’l Trade  Ch. 9 – Decision-Making  In-Class Grp Exercise/Discussion |  | By Monday 11pm (the following week)::  Sapling homework |  |
| Nov-4 | 7 | Ch.10 – Budget Constraint  Ch.11- Indiff Curves  In-Class Grp Exercise/Discussion |  | By Monday 11pm(the following week)::  Sapling homework |  |
| Nov-11 | 8 | Nov-11 (Mon): **No Class**  Ch.12 –Costs  In-Class Grp Exercise/Discussion |  | By Monday 11pm (the following week)::  Sapling homework  **Essay-2** |  |
| Nov-18 | 9 | Ch.13: Competitive Market  Ch.14 - Monopoly  In-Class Grp Exercise/Discussion |  | By Monday 11pm (the following week)::  Sapling homework |  |
| Nov-25 | 10 | Ch.15 – Oligopoly  Ch.16 – Monopolistic Competition  In-Class Grp Exercise/Discussion |  | By Monday 11pm (the following week)::  Sapling homework  **Nov 28-29 (Thu-Fri): Holiday** |  |
| Dec-2 | 11 | Last week of the term:  Class Evaluation  Review for Final Exam |  |  |  |
| **Dec-9 (Mon)** |  | **FINAL EXAM**  **Start time: same as class’ start hour**  **Duration: two hours** |  |  |  |

Division Statements

**PROCEDURES AND GUIDELINES OF THE SOCIAL SCIENCE DIVISION**

Cheating, Stealing and Plagiarizing\*

Cheating, stealing and plagiarizing (using the ideas or words of another as one’s own without crediting the source) and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue College. Examples of unacceptable behavior include, but are not limited to: talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones/pagers to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Code of Conduct to the Dean of Student Services for possible probation or suspension from Bellevue College. Specific student rights, responsibilities and appeal procedures are listed in the Student Code of Conduct, available in the office of the Dean of Student Services.

Incomplete

If a student fails to complete all the required work for a course, an instructor may assign the grade of Incomplete (“I”). The student must complete the coursework by the end of the next quarter, or receive the assigned letter grade (usually an “F”).

F Grade

Students who fail a course will receive a letter grade of "F.”

Final Examination Schedule

The Social Science Division will adhere to the final examination schedule as stated in the BC Schedule. Final examinations will be held at the end of each quarter at fixed times. Instructors will not give examinations in advance of the regular schedule. A student who is absent from any examination held at any time during the quarter may forfeit the right to make up the examination. If, for illness or some other circumstance beyond the student's control, the student is unable to be present at any scheduled examination and has contacted the instructor on a timely basis, the student may be permitted to take such examination at a time designated by the instructor.

Withdrawal From Class

College policy states that students must formally withdraw from a class by the end of the seventh week of the quarter (Registration Office, B125). If a student has not withdrawn by that date, an appropriate letter grade will be assigned for the course.

Hardship Withdrawal

Instructors may assign the grade of “HW” (hardship withdrawal) at their discretion in the event that a student cannot complete the coursework due to extreme and exceptional circumstances. Students may also contact the Enrollment Services office BEFORE grades are assigned in cases of hardship.

Distribution of Grades

Grades will not be posted in the Social Science Division or in faculty offices, and secretaries will not give out grades. Students should access their grades through the BC Web site.

Return of Papers and Tests

Paper and/or Scantron score sheet returns will be arranged in the following ways ONLY: by mail, if student supplies the instructor with stamped, self-addressed envelope (with appropriate postage); or by the instructor designating a time and place whereby the student may retrieve his/her papers. Unclaimed papers and/or Scantron score sheets must be kept by the instructor for a minimum of sixty (60) instructional days following the end of the quarter.



*\*If you are accused of cheating, stealing exams and/or plagiarism, there is a Bellevue College Student Discipline and Appeals Procedure (the right to due process) which you may pursue. Contact the office of Division Chair (D110), the Dean of Student Services (B231A) or the Associated Student Body (C212) for information regarding the appeals process.*

Instructor’s Expectation

Students are expected to read the assigned material before class and come prepared with questions or comments. In addition to this textbook, I will also post articles from various news sources, and you may also bring up discussion of current economic news and events into our course.

Class Rules

Every violation of the following rules, the instructor can deduct ten percent of your final grade for every occurrence:

* Students are expected to come in class and exams on time
* Attendance will be taken; absences should not be more than *ten* times. Occasionally, the instructor will call roll the attendance.
* Chatting or cross-talking during lectures are prohibited; there should be no disruption of class, noise, rude or disrespectful behaviors.
* Electronic devices should be turned off, except those used to facilitate teaching-learning session.
* During exams, no use of cellphones or other electronic gadgets (other than calculator).
* No eating in class during session (unless you invite the whole class, including the class instructor!).
* Examples of unacceptable behavior include, but are not limited to: **talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones/pagers to ring, and inappropriate behavior toward the instructor or classmates.** The instructor can refer any violation of the Student Code of Conduct to the Vice President of Student Services for possible probation or suspension from Bellevue College. Specific student rights, responsibilities and appeal procedures are listed in the Student Code of Conduct, available in the office of the Vice President of Student Services.” The Student Code, Policy 2050, in its entirety is located at: <http://bellevuecollege.edu/policies/2/2050_Student_Code.asp>

Bellevue College E-mail and access to MyBC

All students registered for classes at Bellevue College are entitled to a network and e-mail account. Your student network account can be used to access your student e-mail, log in to computers in labs and classrooms, connect to the BC wireless network and log in to *My*BC. To create your account, go to: <https://bellevuecollege.edu/sam> .

BC offers a wide variety of computer and learning labs to enhance learning and student success. Find current campus locations for all student labs by visiting the [Computing Services website.](http://ac.bcc.ctc.edu/LabsInfo/ComputerLabs.aspx)

Disability Resource Center (DRC)

The Disability Resource Center serves students with a wide array of learning challenges and disabilities. If you are a student who has a disability or learning challenge for which you have documentation or have seen someone for treatment and if you feel you may need accommodations in order to be successful in college, please contact us as soon as possible. If you are a person who requires assistance in case of an emergency situation, such as a fire, earthquake, etc, please meet with your individual instructors to develop a safety plan within the first week of the quarter.

The DRC office is located in B 132 or you can call our reception desk at 425.564.2498. Deaf students can reach us by video phone at 425-440-2025 or by TTY at 425-564-4110. Please visit our website for application information into our program and other helpful links at [www.bellevuecollege.edu/drc](http://www.bellevuecollege.edu/drc)

Affirmation of Inclusion

Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination.

We value our different backgrounds at Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect. <http://bellevuecollege.edu/about/goals/inclusion.asp>

**Addendum: Getting Started - also posted separately as a Welcoming Note**

Welcome to the class! Listed here are the elements that will help you go through the quarter smoothly. The basic structure of the class will be based on “weekly” units, with each week requiring assigned reading, problem sets, and discussion forum work.

First of all: Please read through the Syllabus. Basically there are five things you’ll need to do each week over the course of the quarter: 1. Read the assigned chapter for that week and check the power point slides; 2. In-class group exercises; 3. Do the Graded exercise sets via Saplinglearning.com; 4. Completed essays assigned; 5. Final Exam by the end of the quarter.

**Textboo**k: You can find the 2nd edition of Krugman/Wells textbook from any online sources (Amazon.com, HalfPrice.com, etc.); or you can get a digital version via Saplinglearning.com or via the Worthpublisher.com. This 2nd edition has been around for a few years, so it will be inexpensive. Additionally, I will upload power point slides, based on this textbook, for each chapter, as we go week by week, and there will be some accompanying notes that I incorporated into each slide or if space is not enough on the slide, please choose “view note” option to see additional notes below each slide. Also I added some example, exercises, and questions, some of them will have answers (check for the note underneath each slide), and for some you need to figure out on your own based on the examples). The powerpoint slides are like a “map” to guide you as you study, but to get the full understanding, you still need to read each chapter.

**Exercise Sets**: Go to Saplinglearning.com and register during the first week, because the enrollment period is only 10 days. Every Monday there will Graded Exercise Sets due at 11.59pm, which will cover the material from that previous week’s assigned chapter(s). The total point value of the each set will be 100 points. These points will be given based on the % of the maximum points that you receive. The setup is for five times trial, with discounting points at each try, so it will give you chances to get the correct answer. If all five tries fail (hopefully not), you could see the answer and some explanations that will help you understand the concept.

**A Typical Week**

From Monday to Friday you’ll want to read the chapter(s) for that week. On Saturday/Sunday/Monday you should work through as much of the Sapling problem sets as you can, and make sure to submit it by Monday at 11.59pm. As the cutoff time for the Discussion Forums is also Monday night at 11.59pm you’ll want to make sure to finish up with any contributions you may have.

**Essays:** There will be two short essays (1000-2000 words) on week 3 and week 8 to be submitted via Canvas.

**Final Exam:** The final exam will be covering all chapters for the quarter. I will post further information as we’re approaching the last week.

**Grading**

Your final grade will come from the following: 20% from the In-Class Group Exercises, 10% from Participation (my observation), 20% from the Sapling exercises, 20% from essays, and 30% from the Final Exam.

Example: Suppose Tom received an *average* of 85/100 from in-class exercises, an average of 90/100 from Sapling exercises for all 16 chapters, got 75 on essays, and received 80 on the final exam, and from my observation throughout the term he earns 85/100 for participation. The grade calculation:

(20% x 85) + (20% x 90)+(20%x75)+(30% x 80) + (10% x 85)= 82.5 points.

That is 82.0 points overall, which according to the table below is a B.

92 - 100 = A (4.0 gpa)

88-91.9 = A- (3.7 gpa)

84-87.9 = B+ (3.3 gpa)

80-83.9 = B (3.0 gpa)

76-79.9 = B – (2.7 gpa)

72-75.9 = C+ (2.3 gpa)

68-71.5 = C (2.0 gpa)

65-67.9 = C- (1.7 gpa)

60-64.5 = D (1.3 gpa)

Below 60 = F (0.0 gpa)

**For other information, please read through the SYLLABUS.**