



ECON-C2001: PRINCIPLES OF MICROECONOMICS

Also listed as: ECON-C2001H

Effective Term

Fall 2026

BOT Approval Date

06/12/2025

Discipline

ECON - Economics

Course Number

C2001

Course Title

Principles of Microeconomics

Short Title

Microeconomics

Credit Status (CB 04)

D - Credit - Degree applicable

Units

Lecture Units

3.00

Total Units

3.00

Hours

Lecture Contact Hours

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education

Distance Education Type

Both Fully Online and Hybrid Online

Does the DE also apply to the Honors section?

Yes



Honors component will meet synchronously (face-to-face or moderated through online technology such as Zoom)

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional
- c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

Yes

Link to VPAT

https://aimt.tbr.edu/sites/default/files/accessibility/statements/Cengage%20MindTap%20VPAT_3.pdf

Attach VPAT

Cengage MindTap VPAT_3.pdf

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times.

ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Honors / Non-honors

ECON-C2001H

C-ID (Admin Only)

C-ID ECON 201

CB 00

CCC000518589

Course Title

Principles of Microeconomics - Honors

Approved Cal-GETC Area

AREA-4

Approved Second Cal-GETC Area

Approved Third Cal-GETC Area

C-ID (Admin Only)

C-ID ECON 201



Catalog Description

An introductory course using microeconomic models to understand individual decisions by consumers and firms, market outcomes including market failure, elasticity, market structures, labor markets, inequality, and the impact of government policies.

Requisites

Prerequisite(s)

Prerequisite(s) (must be taken before)

Placement as determined by the college's multiple measures assessment process or completion of a course taught at or above the level of elementary algebra.

Codes

TOP Code (CB 03)

2204.00 - Economics

CIP Code

45.0601 - Economics, General.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Minimum Qualifications

Minimum Qualifications	And/Or
Economics (Masters Required)	End

GE Information

Check GE Types Requested

AA/AS B2 - Social & Behavioral Sciences

Cal-GETC Areas

Approved Cal-GETC Area

AREA-4

Learning Objectives

Learning Objectives

Learning Objective

1. Perform and interpret microeconomic calculations.
2. Apply microeconomic models to analyze market outcomes, including market failures and government policies.
3. Model how consumers and firms make decisions under a variety of market structures.
4. Explain the basic functions of the regulation and deregulation by institutions and its impact on product markets and factor markets, race, gender, economic justice, and economic equality.
5. Evaluate labor markets and its impact on business, factor markets, gender, class, and income inequality.
6. Explain the basic functions of market failure, public choice, and its impact across race, culture, and gender.

Honors Objectives

1.Recontextualize how microeconomics is perceived and viewed as a science by applying rigorous critical analysis, asking questions, reflecting on and discussing the current field of microeconomics, and exploring the economic literature in greater depth and breadth.

2. Develop market structure alternatives for monopolies and oligopolistic structures and practice the analytical skills to understand, evaluate, and critique the range of microeconomic topics, such as antitrust and regulation, domestic and international market structures and functions, market innovation and evolution beyond those covered in the course.
3. Collaborate and consult closely with the instructor and other honors students.
4. Plan, design, and execute an original research project in consultation with the instructor.
5. Develop skills to present and defend ideas, claims, and conclusion, together with discussion, writing, and presentations.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome
1. Students will identify the law of demand and supply and the factors that affect demand and supply and determine equilibrium price and quantity.
2. Students will identify and evaluate market structures.
3. Students will identify and evaluate antitrust legislation.
4. Students will assess market structures impacts on economic outcomes, race, gender, and income inequality.

Content

Course Lecture Content

1. Fundamentals of economic thinking
 - a. Scarcity / opportunity costs
 - b. Factors of production / production possibilities
 - c. Specialization and gains from trade
 - d. Marginal analysis
 - e. Rational behavior
 - f. Economic models and research methodology
2. How markets operate.
 - a. Definition of a market
 - b. Supply and demand model
 - c. Producer / consumer surplus and efficiency
 - d. Government intervention
3. Elasticity
4. Consumer theory / demand
5. Producer theory
 - a. Production and costs
 - b. Accounting / economic profit
 - c. Short- and long-run production decisions
 - d. Industry structure
6. Market structures
 - a. Perfect competition
 - b. Monopoly
 - c. Monopolistic competition
 - d. Oligopoly and game theory
7. Labor markets
8. Market failure and public policy
 - a. Externalities
 - b. Public goods
 - c. Imperfect competition
 - d. Efficiency vs. equity

CCN Expanded Lecture Content

1. Economic Justice in Microeconomics
 - a. Economic equality
 - i. Race
 - ii. Gender
2. Global Microeconomics

Honors Content

The topics presented in the honors section are identical to those covered in the ECON-C2001 section. Honors students are encouraged to work beyond the principal level and to explore topics in greater depth and breadth. Honor students are encouraged to reflect on and discuss historic and current issues in microeconomic theory and philosophies. Additionally, honors students are introduced to research design, implementation, and analysis in the field of microeconomics. Honors activities, assignments and projects will focus on specific content areas of microeconomics including, but not limited to:

1. Market structures
2. Interaction of consumers, business, and industry choices in economic systems
3. Regulation and deregulation and its impact on product markets and factor markets
4. Race, gender, economic justice, and economic equality
5. Economic research methods.

Methods of Instruction**Method**

Discussion

Integration

Discussions can occur in teams, small groups, or student-to-student interaction. For instance, students may be assigned topics or articles relating to the normative aspects of microeconomics and asked to discuss income inequality of gender, class, and race. Students will explore and discuss to the extent possible microeconomic impacts affecting consumers, firms, markets, governments, institutions, and global economies.

DE Adaptations for MOI

Students discussion and participation may be accomplished by asynchronous and synchronous communication, or video conference using the course management system discussion and video tools. All distance education technologies, such as video conferencing platforms, and online discussion forums, must meet the accessibility requirements for students. The utilized technologies must be compatible with assistive technologies, such as screen readers and screen magnifiers.

Method

Lecture

Integration

Lectures will be presented using a variety of digital media methods to demonstrate major concepts relating to microeconomics. Content will highlight a broad range of topics, including case studies and news articles that relate to consumer and business markets, government, institutions, regulation and deregulation, gender and race, economic justice and economic equality, and global economies.

DE Adaptations for MOI

Lecture and demonstration will be delivered in an online environment the course management system learning tools. This can be accomplished by facilitating regular discussions on the CMS course discussion forum through the use of chat, conversations, or group features in synchronous or asynchronous formats. All distance education technologies, such as video conferencing platforms, and online discussion forums, must meet the accessibility requirements for students. The utilized technologies must be compatible with assistive technologies, such as screen readers and screen magnifiers.

Method

Mediated Learning

Integration

Web-based problem sets, homework sets, tutorials, and news analyses will be used to address microeconomic concepts domestically and internationally to assess the performance of microeconomies.

DE Adaptations for MOI

Mediated Learning can be accomplished through the course management system learning tools. This can be accomplished by facilitating regular discussions on the CMS course discussion forum through the use of chat, conversations, or group features in synchronous or asynchronous formats. All distance education technologies, such as video conferencing platforms, and online discussion forums, must meet the accessibility requirements for students. The utilized technologies must be compatible with assistive technologies, such as screen readers and screen magnifiers.

Method

Activity

Integration

Activities will be presented for students to complete for practice and comprehension of the microeconomics concepts and learning objectives covered in class, including product and factor markets, regulation and deregulation, market structures, and economic decision making.

DE Adaptations for MOI

Activities will be completed using the course management system learning tools and/or publisher's site for which the instructor manages course content. This can be accomplished by facilitating regular discussions on the CMS course discussion forum through the use of chat, conversations, or group features in synchronous or asynchronous formats. All distance education technologies, such as video conferencing platforms, and online discussion forums, must meet the accessibility requirements for students. The utilized technologies must be compatible with assistive technologies, such as screen readers and screen magnifiers.

Method

Papers and Reports

Integration

Essay questions will be used to explore microeconomics concepts and topics including consumer and business markets, distribution of income, market structures, global economies, and income inequality impacts on economic systems, race, gender, economic equality and justice.

DE Adaptations for MOI

Students will submit their written work and findings using available course management assignment tools. This can be accomplished by facilitating regular discussions on the CMS course discussion forum through the use of chat, conversations, or group features in synchronous or asynchronous formats. All distance education technologies, such as video conferencing platforms, and online discussion forums, must meet the accessibility requirements for students. The utilized technologies must be compatible with assistive technologies, such as screen readers and screen magnifiers.

Additional Methods of Instruction for Honors

Honors students will meet as a group with the instructor at least three times. In the circumstance that multiple honors students are enrolled, a team-based learning approach may be utilized in which students are divided into small teams to discuss projects, readings, and research. Team-based learning could be used to assist students learn about topics such as the development of microeconomic theory, the analysis of economic data, and the presentation of economic research. In the event that only one student is enrolled, problem-based learning approach may be utilized in which a student will be present real-world problems to solve. Problem-based learning approach could be used to help students learn about topics such as the impact of government regulation on business and consumers.

DE Adaptation: Online activities will include course content and topics covered in the course objectives. Distance education meetings will take place in real time using video conferencing platforms, students will turn in written responses through the CMS. Students' discussion and participation may be accomplished by asynchronous and synchronous communication, or video conference using the course management system discussion and video tools. Presentation of activities such as accessible digital slide presentations, closed caption videos, or external links can be incorporated to complement presentations and made accessible to students in the

CMS. All distance education technologies, such as video conferencing platforms must meet the accessibility requirements for students. The utilized technologies must be compatible with assistive technologies, such as screen readers hearing and vision.

Methods of Evaluation

Method

Exams/Tests

Integration

Students will be given exams or quizzes to assess retention and application of course concepts. Exams will be evaluated on the basis of accuracy and completeness of answers.

DE Adaptations for MOE

Exams will be submitted in using the CMS assignment tools and evaluated for completion, adherence to instructions through a scoring rubric with specific, constructive written feedback, or audio-visual feedback. Timely feedback will be provided within a two week period. This allows students to understand their strengths and weaknesses and to make improvements before they move on to the next exam.

Method

Quizzes

Integration

Students may be quizzed regarding assigned readings and other course activities. Quizzes will be evaluated on the basis of accuracy and completeness of answers.

DE Adaptations for MOE

Quizzes will be posted and submitted in using the CMS assignment tools and evaluated for completion, adherence to instructions through a scoring rubric with specific, constructive written feedback, or audio-visual feedback. Timely feedback will be provided within a two week period. This allows students to understand their strengths and weaknesses and to make improvements before they move on to the next quiz.

Method

Homework

Integration

Students will be assigned homework to complete, ranging from additional readings, answering chapter review questions, instructor prepared questions, handouts, problem sets, and teamwork applications, web assignments, and case studies that focus on economic justice and critique of the disparities of economic impacts across race, culture, and gender. Homework will be evaluated on the basis of accuracy and completeness of answers.

DE Adaptations for MOE

Homework will be posted and submitted in using the CMS assignment tools and evaluated for completion, adherence to instructions through a scoring rubric with specific, constructive written feedback, or audio-visual feedback. Timely Instructor feedback will be provided within a two week period. This allows students to understand their strengths and weaknesses and to make improvements before they move on to the next homework assignment.

Method

Class Work

Integration

In-class exercises will be evaluated on the basis of the student's ability to apply economic analysis to different economic conditions such as recessionary and inflationary economies. Class work will be evaluated on the basis of accuracy and completeness of answers.

DE Adaptations for MOE

Online exercises will be posted and submitted in using CMS assignment tools and evaluated for completion, adherence to instructions through a scoring rubric with specific, constructive written feedback, or audio-visual feedback. Timely feedback will be provided within a two week period. This allows students to understand their strengths and weaknesses and to make improvements before they move on to the next course assignment.

CCN Methods of Evaluation

Assessments for this course will include both formative and summative assignments that may include some or all of the following:

Exams and Quizzes containing one or more:

- Multiple Choice questions
- Short answers
- Problem Solving
- True/False
- Essays

Other Assessments:

- Problem sets
- Online or in-class discussions
- Presentations
- Group projects
- Experiments
- Current event analysis
- Term papers

Assessed written work may include any of the following (colleges are encouraged to work with local CSU and UC departments to determine writing requirements):

- Current event analysis
- Discussion boards
- Essay questions on exams
- Term papers

Methods of evaluation are at the discretion of local faculty.

Evaluation of Honors assignments

To receive honors credit, students will successfully complete regular course and honors enrichment activities. The enrichment activities will be assessed according to standards for ECON-C2001 students in quality of economic analysis, quality of writing, and compliance with instructions. Additionally, honors students' will be assessed on deepness of original insight and analysis of microeconomic theory in a rigorous and insightful way, think critically about microeconomics ideas, and skill in writing and communicating ideas clearly, effectively, and professionally. Presentations will be assessed for the level of understanding to discuss complex microeconomic concepts in a clear and concise way, use of economic data to support claims and to analyze microeconomic trends, and demonstrative ability to apply microeconomic theory and apply it to real-world issues. Peer-reviews will be evaluated for reflection and quality of feedback.

DE Adaptation: Online activities will be posted and submitted using the CMS assignment tools and evaluated for completion, adherence to instructions with specific, constructive written feedback, or audio-visual feedback. Timely feedback will be provided within a two-week period. All distance education technologies, such as video conferencing platforms, and online activities, must meet the accessibility requirements for students. The utilized technologies must be compatible with assistive technologies, such as hearing and vision.

Assignments

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Students chose a market structure to explore the economic outcomes, such as the most urgent regulatory issues that should be solved in the near future. This assignment is designed to address the interaction between consumers and businesses for the selected market structure, the level of economic equality, and its effects on the domestic environment. This assignment will be evaluated using a scoring rubric that includes demonstration and connection to key concepts, knowledge, and terminology. Additionally, demonstration of application and concepts.

How assignment will be adapted in online format

Writing assignments will be posted and submitted in using the CMS assignment tools and evaluated for completion, adherence to instructions through a scoring rubric with specific, constructive written feedback, or audio-visual feedback. Timely feedback will be provided within a two week period.

Assignment Type

Other

In-class and/or outside of class

In-class

Formative or Summative

Summative

Assignment

Come to class prepared to analyze and discuss the beer industry in a country of your choice. Provide basic information about the peculiarities of the industry. Consider such points as consumption volumes, as well as levels of import and export. Define the level of concentration and the level of market power using the concentration ratio and Herfindahl-Hirschman-Index.

How assignment will be adapted in online format

Online activities will be posted and submitted in using the CMS assignment tools and evaluated for completion, adherence to instructions through a scoring rubric with specific, constructive written feedback, or audio-visual feedback. Timely feedback will be provided within a two week period.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Write a 2–3-page essay defining the economic potential of Africa. Provide brief information regarding Africa and current projects that are already in development. You can touch upon such areas as agriculture, technology, sustainability, product and factor markets, etc.

How assignment will be adapted in online format

Writing assignments will be posted and submitted in using the CMS assignment tools and evaluated for completion, adherence to instructions through a scoring rubric with specific, constructive written feedback, or audio-visual feedback. Timely feedback will be provided within a two week period.

Assignment Type

Reading

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Read the section of the text on income inequality with emphasis the distribution of income. Is it true, the rich become richer and the poor become poorer? How does income inequality affect the lower middle class? What are the economic impacts that income inequality have on gender, race, and economic equality? Come to class prepared to discuss these questions in small groups.

How assignment will be adapted in online format

Reading assignments will be posted and submitted in using the CMS assignment tools and evaluated for completion, adherence to instructions through a scoring rubric with specific, constructive written feedback, or audio-visual feedback. Timely feedback will be provided within a two week period.

Honors Assignments**Assignment**

Students will complete the course requirements for ECON-C2001 and be graded according to the same criteria used by the rest of the class. In order to receive honors credit, students will also complete the following assignment options: A, B, C, D.

Option A: Supplemental reading beyond the readings required for the ECON-C2001 section. An appropriate book or set of articles will be chosen collaboratively by the honors students and the instructor. The reading(s) will be discussed in honors section meetings or used as a basis for written or digital media summaries and responses. Examples of books include *Nudge: Improving Decisions About Health, Wealth, and Happiness* by Richard H. Thaler and Cass R. Sunstein, *Naked Economics: Undressing the Dismal Science* by Charles Wheelan, and *The Road to Serfdom* by F.A. Hayek. Examples of articles include *The Economics of the Digital Economy* by Michael A. Cusumano and David B. Yoffie, *The Economics of Crime* by Steven D. Levitt, and *The Undercover Economist Strikes Back: How to Run the World with Invisible Forces* by Tim Harford

DE Adaptation: Supplemental readings or other online reading material will be utilized to encourage discussion and participation on selected topics. Selected reading topics will be chosen collaboratively by the honors students and the instructor. This can be accomplished by facilitating regular discussions on the CMS course discussion forum through the use of chat, conversations, or group features. All distance education technologies, such as video conferencing platforms, and online discussion forums, must meet the accessibility requirements for students. The utilized technologies must be compatible with assistive technologies, such as vision and hearing.

Required or Optional

Required

Honors Core Values

Engagement

Justify how the assignment reflects the Engagement Core Value

Additional reading will be a contemporary topic or a topic of current interest to the honors students. Supplemental reading will be discussed by the honors students. This permits engagement with a topic in microeconomics and engagement with peers and faculty in discussing the issues and implications of the readings.

Assignment

Option B: A 10–15-minute presentation of students' main project to the honors section or the entire ECON-2001 section class, at the discretion of the instructor. The presentation will include an introduction, summary of research and results, discussion of the significance of the findings, personal reflection of the project, and conclusion. The presentation will be accompanied by a visual and oral presentation, such as slides.

DE Adaptation: Presentation of multidimensional media can be accomplished by facilitating presentational discussions on the CMS course discussion forum through the use of chat, conversations, or group features. All distance education technologies, such as video conferencing platforms, and online discussion forums, must meet the accessibility requirements for students. The utilized technologies must be compatible with assistive technologies, such as hearing and vision.

Required or Optional

Required

Honors Core ValuesAcademic Rigor and Research
Leadership**Justify how the assignment reflects the Academic Rigor and Research Core Value**

A presentation provides students the opportunity to consider their audience and what they want to communicate into a concise presentation and to produce appropriate visual aids to support their points and make their presentation more engaging. Additionally, a presentation is a valuable learning experience for students. It can assist students to develop a variety of transferable skills that will be useful in their academic and professional careers.

Justify how the assignment reflects the Leadership Core Value

Presentations requires the presenter to instruct the class through a complex topic and to anticipate questions that students might ask. This will assist honor students to be prepared to address audience questions in a clear and concise way.

Assignment

Option C: Honors students will meet at least once month with the instructor, either individually or as an honors group to collaborate on the project and to receive instruction on the relevant macroeconomics, methods, and techniques. These meetings may be in addition to the regular honors section meetings or may be conducted as part of that course requirement.

DE adaptation: Online meetings can be accomplished in real-time by using live video conferencing through the CMS. Online meeting activities, such as accessible digital slide presentations, closed caption videos, or external links can be incorporated to complement meetings and made accessible to students in the CMS. All distance education technologies, such as video conferencing platforms must meet the accessibility requirements for students. The utilized technologies must be compatible with assistive technologies, such as hearing and vision.

Required or Optional

Required

Honors Core ValuesAcademic Rigor and Research
Engagement**Justify how the assignment reflects the Academic Rigor and Research Core Value**

To ensure that students are getting the support they need to succeed and are able to produce high-quality work, instructor-to-student meetings will assist students to develop their understanding of how to apply microeconomic reasoning and methods to real-world problems.

Justify how the assignment reflects the Engagement Core Value

Regular meetings with the instructor are a valuable experience for honors students. By providing students with personalized feedback and guidance, collaborating with other honors students, and receiving instruction on advanced topics, honors students can develop a deeper understanding of microeconomics and become more prepared for future studies or careers in economics.

Assignment

Option D: Produce an original research paper in microeconomics consisting of an original contribution to the field. The research paper will involve choosing a topic of interest, feasible research, and makes a significant contribution to the field. This will involve conducting a thorough literature review, developing a research methodology, collecting data, analyzing the data. Additionally, a summary and discussion of the research and a reflection of the research experience will be produced. The specific requirements of the paper may vary depending on the instructor and the topic of the paper. Therefore, students will need to consult with the instructor before starting to write the paper.

The standard format for the research paper will be determined in consultation with the instructor and may consist of the following:

1. A 10–12-page standard paper format in microeconomics that includes an introduction, literature review, methodology, results, discussion, conclusion, references, and double-spaced with standard margins and fonts
2. A 250-word abstract
3. List all of the sources that were cited in the paper in a standard reference format, such as APA or MLA.

Background research for an independent original research project in microeconomics can be conducted in a university library or the equivalent and should be based on primary and secondary sources from the economic literature. The economic literature is a vast body of work that includes journal articles, books, working papers, and dissertations. It's important for honor students to consult with the instructor regarding economic literature when conducting background research for an independent original research project in microeconomics. This will assist honor students to understand the current state of knowledge on their topic and to identify gaps in the literature that their research can fill. A minimum of eight academic sources must be referenced in the research paper. At the discretion of the instructor, student peer reviews may be solicited for research proposals, outlines, or rough drafts. Examples of topics include:

1. How do regulations affect the behavior of businesses and consumers?
2. What are the causes and effects of poverty?
3. What are the causes of income inequality? How can government policy promote economic development and equality?
4. How should the government provide public goods and services? How should the government tax individuals and firms?
5. How do cognitive biases affect consumer behavior? How can public policy be designed to take into account these biases?

Students who complete high quality research paper may be asked to apply to present their work at the UC Irvine Community College Conference.

DE Adaption: Papers will be submitted using the CMS assignment tools and evaluated for completion, adherence to instructions with specific, constructive written feedback, or audio-visual feedback. Timely feedback will be provided within a two-week period. All distance education technologies, such as video conferencing platforms, and online activities, must meet the accessibility requirements for students. The utilized technologies must be compatible with assistive technologies, such as hearing and vision.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

Independent original research projects in microeconomics are a valuable way for honor students to develop their microeconomic thinking skills and promote academic rigor. By engaging in all of the steps of the research process, students can learn how to think critically about microeconomic theory, use microeconomic data to test hypotheses and draw conclusions, and communicate their research findings to a microeconomic audience.

Assignment

At the discretion of the instructor, additional honor activities may include:

1. Videos can be used to introduce new concepts, illustrate complex ideas, and provide real-world examples of microeconomic phenomena. They can also be used to spark discussion and debate among students. After viewing, students can write a short response paper regarding the concepts presented in the video.
2. One way to assess honor students' understanding of microeconomics is through a SWOT analysis assignment. A SWOT analysis is a framework for identifying the strengths, weaknesses, opportunities, and threats facing a business or organization. In the context of microeconomics, a SWOT analysis can be used to identify the strengths and weaknesses of a particular market structure, such as perfect competition or monopoly. It can also be used to identify the opportunities and threats facing a particular firm or industry. For example, Tesla is a leading electric vehicle manufacturer. The company is growing rapidly, but it is also facing some challenges, such as supply chain disruptions and increasing competition from other automakers. Tesla uses SWOT analysis to identify these challenges and to develop strategies to achieve its long-term goals. Students SWOT analysis can be a one- or two-page document that summarizes a firms' strengths, weaknesses, opportunities, and threats, as well as their strategies for capitalizing on and mitigating them. Students may elect to present their SWOT analysis to other honor students.
3. A field trip to Amazon or a business can be a valuable learning experience for honor students. Amazon is a leading technology company that is at the forefront of many innovative technologies, such as cloud computing, artificial intelligence, and machine learning. Students can learn about these technologies and how they are used to power Amazon's businesses, such as e-commerce, logistics, and streaming media. The field trip can be followed by a discussion or short response paper.
4. Interviewing a microeconomist or other people working in the field of economics or related fields can be a valuable learning experience for students in microeconomics classes. Interviews can provide students with insights into the real-world applications

of microeconomics, the motivations of economists, and the latest thinking on various topical issues. Honor students can share the information with their classmates by presenting it to the honors section or leading a class discussion. Honor students can also write a short response paper about the interview, reflecting on what they learned and applying it to their own understanding of microeconomics.

DE Adaptation: These activities can be submitted using the CMS assignment tools and evaluated for completion, adherence to instructions with specific, constructive written feedback, or audio-visual feedback. Timely feedback will be provided within two-week period. Presentation of these activities such as accessible digital documentation or presentations, closed caption videos, or external links can be incorporated to complement discussion and made accessible to students in the CMS. All distance education technologies, such as video conferencing platforms must meet the accessibility requirements for students. The utilized technologies must be compatible with assistive technologies, such as screen hearing and vision.

Required or Optional

Optional

Honors Core Values

Engagement

Leadership

Positive Transgressive Behavior (as evidenced by creativity, innovation, risk taking, challenging norms and standard narratives)

Justify how the assignment reflects the Engagement Core Value

These activities go beyond the college community. These activities allow honors students to interact with people and organizations outside of the college, which can help them to develop a broader understanding of the world and their place in it. By participating in these activities, honors students can develop a deeper understanding of microeconomics, its impact on the real world, and their role as citizens in shaping the economy.

Justify how the assignment reflects the Leadership Core Value

Activities 3 and 4 require students to take initiative, to communicate effectively, and to be able to think critically about different perspectives. These assignments can provide students with valuable opportunities to develop their leadership skills, to learn about microeconomics, and to engage with the world around them.

Justify how the assignment reflects the Positive Transgressive Behavior Core Value

Activities 1, 2, 3, and 4 can assist honor students to develop the skills and confidence they need to approach controversial topics, take a stand, and question prevailing narratives. These are all essential skills for informed and engaged citizenship.

Course Materials

Textbooks

These are representative texts. Texts used by individual institutions and even individual sections will vary.

These are two-semester textbooks covering both Macroeconomics and Microeconomics. The onesemester edition covering only Microeconomics is acceptable as is any other equivalent textbook, including an OER textbook.

- Arnold, R., Arnold, D., & Arnold, D. (2023) Economics. Mason, OH: Cengage Learning.
- Colander, D. (2019) Economics. New York: McGraw-Hill Irwin.
- Coppock, L. & Mateer. (2023) Principles of Economics, Norton.
- The CORE Econ Team. The Economy 2.0, CORE Econ.
- Cowen, T., & Tabarrok, A. (2021) Modern Principles of Economics. New York: Worth.
- Frank, R. H., & Bernanke, B. S. (2024) Principles of Economics. New York: McGraw-Hill Irwin.
- Greenlaw, S., Shapiro, D., & MacDonald, D. Principles of Economics 3e. Houston, TX: OpenStax.
- Hubbard, R. G., & O'Brien, A. P. (2024) Economics. Boston: Pearson.
- Krugman, P. & Wells, R. (2024) Economics. New York: Worth.
- Mankiw, N. G. (2024) Principles of economics. Mason, OH: Cengage Learning.
- McConnell, C. R., Brue, S. L., & Flynn, S. M. Economics: Principles, problems and policies. New York: McGraw-Hill Irwin.
- Parkin, M., (2023) Economics, New York: Pearson
- Rittenberg, L., & Tregarthen, T. (2021) Principles of economics. Flat World Knowledge.

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Class Size Information

Class Size

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion

Course Design and Materials: Course will incorporate diverse perspectives, authors, and examples that reflect a variety of cultures, identities, and lived experiences. Instructional materials will be reviewed regularly to ensure representation, inclusivity, and alignment with equity-minded practices across disciplines.

Inclusive Learning Environment: Instructors will establish classroom norms and policies that promote respect, civil discourse, and belonging in both online and face-to-face classes. Clear expectations for communication and engagement will support a learning space where all students feel valued and heard.

Accessible Instruction: Course content will be delivered using accessible design. Materials will follow accessibility guidelines within the CMS, including captioned media, readable document formats, and multiple means of engagement to support diverse learning.

Equitable Teaching Practices: Instructors will use transparent and grading criteria, varied assessment methods, and timely feedback to promote fairness and student success. Opportunities for revision, reflection, and multiple demonstrations of learning may be incorporated when appropriate to the discipline.

Culturally Responsive Pedagogies: Instructional strategies will encourage critical thinking about diverse perspectives and systems of power relevant to the course content. Faculty will foster opportunities for students to connect course material to real-world contexts.

Ongoing Reflection and Improvement: Faculty will engage in continuous professional development related to IDEAA principles and reflect on course practices using metacognition to identify opportunities for increased equity, inclusion, and accessibility.

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

This course provides a framework in the field of microeconomics with a focus on how business, governments, institutions, culture, race, and gender interact with domestic and global markets. Course activities provide students with opportunities to explore economic equality issues that affect economic market structures domestically and internationally. Considerations of the economic impacts of regulatory policies will have on economic equality, race, and gender are integrated into the course content. For example, students will consider how income inequality and poverty differ in terms of gendered equality and race, and the impact it has on economic marginalized wage earners.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

The course centers on microeconomic issues and topics students will encounter throughout the course. Students will be exposed to diverse businesses and consumer decision-making, regulatory policies, income distribution and wage inequality, and economic poverty measures. The course has integrated several aspects of diversity for learners in order to promote an equitable course. Instruction is focused on providing a range of web-based interactive media designed to increase learner effort, engagement, and success for diverse learning styles. Additionally, diversity and equality have been addressed in areas such as the distribution of income and wage inequality and the impact that regulatory policies have on equality. Students are expected to have student-to-student interaction and instructor-to-student interaction in discussions focused on present-day issues and to share their viewpoints regarding economic equality and justice for detached and marginalized communities. Students are encouraged to challenge perspectives that reflects normative or ideologically prescriptive judgements toward inclusivity.

Interactions

Explain how the course will incorporate student-to-student interaction.

Student-to-student interactions will take place during class discussions. In online environments student-to-student interactions may be accomplished by but not limited to assigned asynchronous, assigned synchronous activities, or video conference using the

available course management system discussion and video tools. For on campus courses, an instructor can arrange students into small groups or teams and ask students to debate, critique, examine, or evaluate macroeconomic concepts including economic justice or critique the disparities of economic impacts across race, culture, and gender. The same format can be utilized for online learning environments using the course management system discussion and video tools. All distance education technologies, such as video conferencing platforms, and online discussion forums, must meet the accessibility requirements for students. The utilized technologies must be compatible with assistive technologies, such as screen readers and screen magnifiers.

Explain how the course will incorporate instructor-to-student interaction.

Instructor-to-student interactions for on campus courses may occur before, during, and after class meetings. Additionally, on campus and online office hours will assist in providing instructor-to-student interactions and feedback regarding course activities for selected topics covered in the learning objectives. These interactions can be synchronous or asynchronous using the course management system tools for communication and engagement. Furthermore, instructor-initiated interactions and feedback on course activities may occur on campus and online environments via in-person meetings, individual email, or the course management system communication tools. For example, students may be assigned topics or articles relating to the normative aspects of microeconomics and asked to discuss income inequality for different income groups. This type of activity can be accomplished using the course CMS discussion forums, breakout rooms in video-conferencing software, and/or in-class with instructor participation. All distance education technologies, such as video conferencing platforms, and online discussion forums, must meet the accessibility requirements for students. The utilized technologies must be compatible with assistive technologies, such as screen readers and screen magnifiers.

Explain how the course will incorporate student-to-content interaction.

Student-to-content interactions will occur through interactive learning modules designed to increase student effort, engagement, and success. Interactive learning activities include but are not limited to, action-based activities, instructor prepared homework packets, interactive discussion assignments, peer-review discussions, interactive problem-sets, and investigative and systematic problem-solving. For example, students may be given a problem-set or scenario designed to calculate costs for a market that produces electrical vehicles. Students will have to analyze cost structures and market conditions, and use these conditions to calculate cost and the level of production of vehicles. In online or in person, on campus settings, student-to-content interaction can be accomplished in teams, small groups, or individualized using the course management system discussion and video tools. This student-to-content interaction produces different results and answers will vary. This type of interaction provides an opportunity for students to resolve and discuss different cost structures and production decisions. All distance education technologies, such as video conferencing platforms, and online discussion forums, must meet the accessibility requirements for students. The utilized technologies must be compatible with assistive technologies, such as screen readers and screen magnifiers.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Student-to-self interactions will take place in both formative and summative activities. Additionally, students will be asked to complete a contemplative activity or discussion related topic regarding microeconomics. For instance, students will be given opportunities to contemplate the concepts and ideas they are engaged in and how they may want to apply these concepts and ideas in their homes, workplaces, communities, and relationships. These concepts and ideas can range from specific to broad areas in microeconomics.

Key: 1263