

ECO2302. Principles of Microeconomics

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Office hours: Online (Teams). Email me to make an appointment.

Credit Hours/Time Dedicated (per week): 3 credits/9 hours of time commitment (class time, reading, quizzes, studying)

Classroom/Time: T & Th from 9:30 to 10:45 pm, online scheduled in Collaborate via Blackboard Ultra.

Prerequisites: None.

Required Class Materials

We are going to use a platform from Macmillan called **Achieve**. This platform is the companion site of the adopted textbook. **Achieve** provides access to the electronic version of the textbook, practice problems, videos, and assignments for you to explore and enhance your knowledge about the course. With **Achieve**, you will not need to buy a physical copy of the textbook. Everything is in **Achieve**.

Adopted textbook: **Tyler Cowen & Alex Tabarrok, *Modern Principles: Microeconomics*, 6th edition. Macmillan.**

Students must buy Achieve access through the link in Blackboard (click on Achieve Registration) to have access to the eBook and resources available at Macmillan.

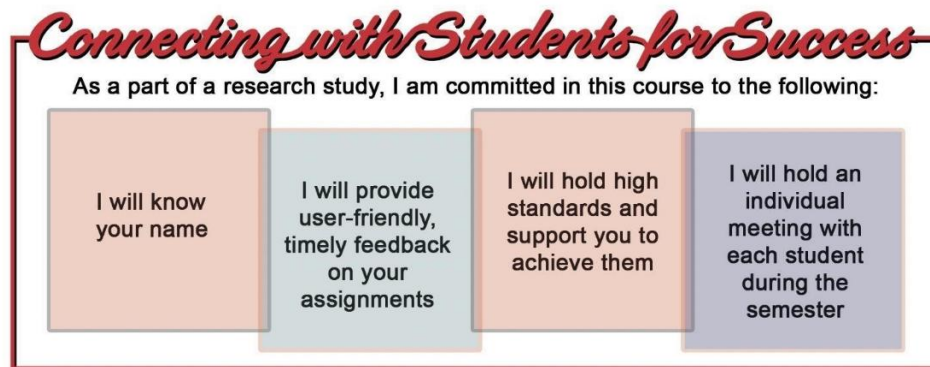
Course Description

Economics is about how society assigns resources to produce the goods and services needed to satisfy our biological wants (food and shelter, for example) and our enjoyment (leisure, work, travel, etc.). Economists call this the economic problem. Since the time we have been on earth, we have been doing all kinds of activities so we can respond to those needs, that is, to solve the economic problem. During the last two hundred fifty years, Economists have produced much knowledge about how each society solves such a problem, which turned Economics into a scientific field that keeps expanding and allows us to have a better understanding of how our

modern society solves the economic problem. Nowadays, Economics can be grouped into two broad fields: Microeconomics and Macroeconomics. Microeconomics, on the one hand, deals with the behavior of individuals and firms, and how they make decisions under specific circumstances and in particular markets. Macroeconomics, on the other hand, studies the performance of an entire economy (such as a country's economy) and examines problems at the aggregate level.

Our course, Principles of Microeconomics, introduces the science of Economics while focusing on major microeconomic problems. We will discuss topics such as resource allocation in a perfectly competitive market, trade advantages, government intervention and its effects on market equilibrium, firms' production and costs, profit maximization, externalities, public goods, and asymmetric information.

Connecting with Students for Success



I have offered to contribute to the study “Connecting with Students for Success” at Sul Ross State University. This study is aimed at establishing a closer connection between the instructor and students in a way that sets them up for better success overall. [As a part of this study, I am committed to holding an individual meeting with each one of you before September 12th, 2025. Please email me and set up an appointment so we can meet in my office. Your participation will be worth 5 points and will be added to your final exam grade.](#) I would like to personally speak to each one of you about your expectations about the course, the ways you think I could be of help, and talk about your time at Sul Ross State University.

Core Curriculum Assessment

We will conduct assessments of the quantitative and data analysis skills of students in our core courses between 08/25 and 09/14, as well as between 11/10 and 11/30. You don't need to study or prepare for the exam but answer the evaluation to the best of your knowledge. It will only take 20 minutes of your time. In exchange for your valuable cooperation, **I will add 5 points to your midterm grade once you complete both assessments.**

Marketable Skills for the Business Administration program

- Students will apply the principles of business to the management of existing businesses or the creation of new businesses.
- Students will use appropriate information from research and analysis to make informed decisions.
- Students will be able to write business correspondence, including letters, emails, reports, and resumes.

Students will be able to make effective oral presentations to both professional and general audiences.

Student Learning Outcomes of the Course

At the end of the course, **students will develop empirical and quantitative skills to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.** More particularly, students will be able to

1. Calculate market equilibrium and welfare in a perfectly competitive market using the demand and supply framework.
2. Compute the different elasticities of the demand curve
3. Identify different market structures
4. Compute and compare consumer surplus and producer surplus when there is and there is not government intervention
5. Explain the differences between the meanings of short run and long run in the perfectly competitive market
6. Estimate the marginal and the average product and explain how these relate to the costs of production
7. Explain the distinct types of externalities.
8. Recognize a situation when there is a public good

Library Resources

The **Bryan Wildenthal Memorial Library and Archives of the Big Bend** in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or by phone (432-837-8123).

No matter where you are based, public libraries and many academic and special libraries welcome the public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting library.sulross.edu/texshare or ask a librarian by emailing srsulibrary@sulross.edu.

Mike Fernandez, SRSU Librarian, is based in Eagle Pass (Building D-129) to offer specialized library services to students, faculty, and staff. Utilize free services such as InterLibrary Loan, ScanIt, and Direct Mail to get materials delivered to you at home or via email.

Teaching Methods/Course Format

This is a virtual course with synchronous teaching. Usually, lectures and discussions take place on Tuesdays and in-class assignments and group work on Thursdays. I expect you to be prepared and complete all the assigned readings, learning curves, and homework before their respective deadlines.

Assessment strategy

Exams 2 in class online exams (midterm and the final exam)	40% (20% each)
Pre-class activities Learning curves. Due each week on Sunday (before midnight), before the start of the following chapter. A cumulative 10% penalty per day for late submissions. I will drop the two lowest scores.	20%
After-class activities Homework. Due by Sunday midnight of the week before the midterm and one week before Finals. A cumulative 10% penalty per day for late submissions. I will drop the two lowest scores.	20%
Self-Reflection (when assigned)	20%

Each online exam covers 6 chapters of the material. Each exam comprises a mixture of definitions, multiple-choice questions, short-answer questions, quantitative problems, and graph analysis. You are expected to identify a problem within a given context through a graph, apply the concepts, and determine the outcome of such a problem.

Each week, you are required to complete a **Learning Curve (LC)** activity for the assigned chapter before we discuss it in class. These LCs are available on Achieve, the textbook's companion platform.

Deadline: Every Sunday by 11:59 PM (Central Time)

Grading: Pass/Fail. If you earn a full score (100 points) before the deadline, you pass and receive a 100.

Attempts: Unlimited attempts are allowed with no penalty before the deadline.

Late Policy: Submissions are penalized with a cumulative 10% per day, and no credit is given 10 days after the deadline.

Homework is also due each Sunday by 11:59 PM (Central Time) and follows the same late submission policy: a cumulative 10% deduction per day for up to 10 days and no credit after 10 days

Self-reflections are also part of the course. These are designed to help you connect personally with the material discussed in class. Your responses will be evaluated based on thoughtfulness and relevance to the topic. Following the code of academic integrity, honest and meaningful reflections will positively contribute to your final grade, as integrity and self-awareness are essential to your personal and academic growth. No late submissions are accepted.

Course Schedule and Contents

You should read all the material in the General Course Information module and complete all activities by the end of Week 1.

In addition to those items within the **General Course Information**, please read the Getting Started with Blackboard guide so you can learn how to navigate within the course.

Week 1 (08/25 – 08/31). Ch. 1. The big ideas in Economics

Objectives

The expected student learning outcomes for this week are:

- Understand the importance of institutions and incentives in Economics.

Readings/Activities

- Read: *Chapter 1*.

Activities/Assignments

- Complete discussion and/or self-reflection for chapter 1. Due Sunday 08/31 before 11:59 pm.
- Homework due Sunday, 08/31, before midnight

Week 2 (09/01 – 09/07). Ch. 2. The power of comparative advantage

Objectives

The expected student learning outcomes for this week are:

- Explain the difference between absolute advantage and comparative advantage

- Compute the comparative advantage and determine the gains from trade

Pre-Class Readings/Activities. These activities are due on Sunday, 08/31, before 11:59 pm.

- Read: *Chapter 2*
- Learning curve for Chapter 2.

Activities/Assignments

- Discussions and/or self-reflection for the chapter due Sunday before 11:59 pm.
- Homework due Sunday, 09/07, before midnight.

Week 3 (09/08 – 09/14). Chapter 3. Demand and supply

Objectives

The expected student learning outcomes for this week are:

- Identify the demand curve and supply curve and their respective determinants
- Represent them in a graph
- Distinguish between a change in quantity demanded and a change in demand
- Differentiate between a change in quantity supplied and a change in supply

Pre-Class Readings/Activities. These activities are due on Sunday, 09/07, before 11:59 pm.

- Read: *Chapter 3*
- Learning curve for Chapter 3.

Activities/Assignments

- Discussions and/or self-reflection for the chapter due Sunday before 11:59 pm.
- Homework due Sunday, 09/14, before midnight.

Week 4 (09/15 – 09/21). Ch. 4. Market equilibrium

Objectives

The expected student learning outcomes for this week are:

- Determine market equilibrium, graphically and mathematically
- Estimate producer and consumer surplus.

Pre-Class Readings/Activities. These activities are due on Sunday, 09/14, before 11:59 pm.

- Read: *Chapter 4*
- Learning curve for Chapter 4.

Activities/Assignments

- Discussions and/or self-reflection for the chapter due Sunday before 11:59 pm.
- Homework due Sunday, 11/21, before midnight.

Week 5 (09/22 – 09/28). Ch. 5. Elasticity

Objectives

The expected student learning outcomes for this week are:

- Distinguish the different elasticities for the demand curve
- Calculate and interpret the price elasticity of demand
- Compute the cross-price elasticity of demand and determine the type of goods

- Determine the coefficient for demand income elasticity and identify the type of goods.
- Understand the relationship between price elasticity of demand and revenue

Pre-Class Readings/Activities. These activities are due on Sunday, 09/21, before 11:59 pm.

- Read: *Chapter 5*
- Learning curve for Chapter 5.

Activities/Assignments

- Discussions and/or self-reflection for the chapter due Sunday before 11:59 pm.
- Homework due Sunday, 09/28, before midnight.

Week 6 (09/29 – 10/05). Ch. 6. Taxes and subsidies

Objectives

The expected student learning outcomes for this week are:

- Understand the incidence of taxes and subsidies on the market equilibrium.
- Calculate consumer surplus, producer surplus, and total welfare when there is either a tax or a subsidy.

Pre-Class Readings/Activities. These activities are due on Sunday, 09/28, before 11:59 pm.

- Read: *Chapter 6*
- Learning curve for Chapter 6

Activities/Assignments

- Discussions and/or self-reflection for the chapter due Sunday before 11:59 pm.
- Homework due Sunday, 10/05, before midnight.

Week 7 (10/06 – 10/12). Ch. 8. Price ceilings and price floors

Objectives

The expected student learning outcomes for this week are:

- Distinguish the effects of price ceilings or price floors on market equilibrium
- Calculate consumer surplus, producer surplus, and total welfare when the government sets either a price ceiling or a price floor.

Pre-Class Readings/Activities. These activities are due on Sunday, 10/05, before 11:59 pm.

- Read: *Chapter 8*
- Learning curve for Chapter 8.

Activities/Assignments

- Discussions and/or self-reflection for the chapter due Sunday before 11:59 pm.
- Homework due Sunday, 10/12, before midnight.

Week 8 (10/13 – 10/19). Review and midterm

Objectives

Prepare for the midterm by working on the practice quiz for each chapter.

Midterm: Thursday, October 16th, 2025**Weeks 9 (10/20 – 10/26). Chs. 11 & 12. Perfect competition****Objectives**

The expected student learning outcomes for this week are:

- Determine total revenue, total costs, and profits for a firm that operates under perfect competition
- Distinguish the market demand curve and the demand curve that a competitive firm faces.
- Apply the rule for profit maximization
- Obtain the supply curve of the firm and the industry.

Pre-Class Readings/Activities. These activities are due on Sunday, 10/19, before 11:59 pm.

- Read: *Chapters 11 & 12*
- Learning curve for Chapters 11 & 12.

Activities/Assignments

- Discussions and/or self-reflection for the chapter due Sunday before 11:59 pm.
- Homework due Sunday, 10/26, before midnight.

Week 10 (10/27 – 11/02). Ch. 13. Monopoly**Objectives**

The expected student learning outcomes for this week are:

- Understand what a monopoly is and the sources of monopoly.
- Use the profit-maximizing rule to determine the optimal output rate
- Compute revenue, costs, and determine the profit level.

Pre-Class Readings/Activities. These activities are due on Sunday, 10/26, before 11:59 pm.

- Read: *Chapter 13*
- Learning curve for Chapter 13.

Activities/Assignments

- Discussions and/or self-reflection for the chapter due Sunday before 11:59 pm.
- Homework due Sunday, 11/02, before midnight.

Week 11 (11/03 – 11/9). Ch 14. Price discrimination**Objectives**

The expected student learning outcomes for this week are:

- Differentiate the three types of price discrimination and identify under what conditions a firm can apply price discrimination.
- Calculate profits under all forms of price discrimination.
- Determine and compare producer surplus, consumer surplus, and welfare

Pre-Class Readings/Activities. These activities are due on Sunday, 11/02, before 11:59 pm.

- Read: *Chapter 14*
- Learning curve for Chapter 14.

Activities/Assignments

- Discussions and/or self-reflection for the chapter due Sunday before 11:59 pm.
- Homework due Sunday, 11/09, before midnight.

Week 12 (11/10 – 11/16). Ch. 15. Oligopoly and game theory

Objectives

The expected student learning outcomes for this week are:

- Identify the differences among an oligopoly, a monopoly, and a perfectly competitive market
- Analyze the strategies used by a firm's manager to maximize their profits when there is significant interaction among oligopolists.

Pre-Class Readings/Activities. These activities are due on Sunday, 11/9, before 11:59 pm.

- Read: *Chapter 15*
- Learning curve for Chapter 15.

Activities/Assignments

- Discussions and/or self-reflection for the chapter due Sunday before 11:59 pm.
- Homework due Sunday, 11/16, before midnight.

Week 13 (11/17 – 11/23). Ch. 10. Externalities.

Objectives

The expected student learning outcomes for this week are:

- Distinguish between positive and negative externalities and explain how each affects the efficiency of markets.
- Analyze the private alternatives for solving externalities
- Explain how government policies can correct problems of externalities.

Pre-Class Readings/Activities. These activities are due on Sunday, 11/16, before 11:59 pm.

- Read: *Chapter 10*
- Learning curve for Chapter 10.

Activities/Assignments

- Discussions and/or self-reflection for the chapter due Sunday before 11:59 pm.
- Homework due Sunday, 11/23, before midnight.

Week 14 (11/24 – 11/30). Ch. 19. Public goods

Objectives

The expected student learning outcomes for this week are:

- Identify the presence of public goods and see if it is possible to find solutions for reducing or correcting the problem of public goods.

- Identify the nature of goods in terms of exclusion and rivalry.
- Discuss situations and approaches to solve the tragedy of the commons

Pre-Class Readings/Activities. These activities are due on Sunday, 11/23, before 11:59 pm.

- Read: *Chapter 19*
- Learning curve for Chapter 19.

Activities/Assignments

- Discussions and/or self-reflection for the chapter due Sunday before 11:59 pm.
- Homework due Sunday, 11/30, before midnight.

Final Exam. To be announced.

In short, these are the activities for the entire semester.

Course Schedule

Week	Topics
Week 1	Introduction. The Big Ideas. Homework due on Sunday 09/01 before midnight
Week 2	The power of comparative advantage
Week 3	Demand & Supply
Week 4	Equilibrium
Week 5	Elasticity
Week 6	Taxes & Subsidies
Week 7	Price Ceilings and Floors
Week 8	Midterm. Wednesday, October 16th, 2024
Weeks 9	Perfect competition
Week 10	Monopoly
Week 11	Price Discrimination
Week 12	Oligopoly & Game Theory
Week 13	Externalities
Week 14	Public Goods
	Final Exam. To be announced

Grading Policies and Procedures

If you find an error in the way you have been graded, please email me and ask for a review. Any changes to exam or assignment grades must be requested not later than one week after the respective deadline. In the case of the last LC or homework, this request must be done before the beginning of the final exams.

Students who miss an exam as a result of required participation in a university activity, a death in the immediate family, or a serious illness (COVID quarantine without a positive test does not count) will receive a make-up exam upon request, but no later than 2 weeks after the incident. If you miss an exam due to one of the valid excuses above, please contact me within 48 hours (about 2 days) to be eligible to receive a make-up assignment. The instructor has discretion over the composition of any make-up exams. Students who miss an exam for any other reason will receive a zero score for the exam.

Finally, keep in mind that Achieve registers all your activity. It registers when you enter the system, when you begin to work on an activity (LC, reading, and homework), and when you complete it. If you do not work, Achieve will not register any activity. So, if you see a zero in any of your activities in Achieve, it means that you:

- Fail to pass an LC before the deadline (including late submission).
- Did not complete a LC before the deadline(failed), including late submission
- Did not work at all on the assignment.

Grading Scale

Percent Range (Final Score)	Letter Grade
90 - 100	A
80 - 89	B
70 - 79	C
60 - 69	D
59 and below	F

Course Expectations

What you should expect from me

- The instructor will treat each one of you with respect and as an individual with his/her own beliefs, thoughts, and needs.
- The instructor will provide weekly communication with the class through announcements (video and text), email notifications, and virtual office hours.
- The instructor will respond to emails within 24 hours of receipt between 9:00 am-4:00 pm, Monday-Friday.
- The instructor will grade assignments and projects according to the specific rubric within two weeks of the submission date.
- The instructor will provide weekly feedback on journals and discussion boards as needed.

- The instructor will provide clear and concise instructions on how to complete the online course requirements or any other activity.
- The instructor will provide a range of opportunities to engage in the course content in a meaningful way.
- And, finally, but not least importantly, the instructor will not change the deadline for the assignments unless something of major force happens.

My expectations from you

- Positive, proactive, or successful students should be diligent in using oral and written communication, showing respect for everyone's opinions.
- Positive, proactive, or successful students will familiarize themselves with the course syllabus, policies, assessments, evaluations, grading criteria, and course design.
- Positive, proactive, or successful students will complete all coursework on the assigned due date.
- Positive, proactive, or successful students will engage in the course, with their peers, and the instructor, and with open communication and active participation.
- Students should respond to the instructor's communication requests about course progress and general inquiries promptly.
- Positive, proactive, or successful students will not plagiarize the work of others or use the work of their peers and claim it as their own.
- Positive, proactive, or successful students will use the American Psychological Association (APA) system of referencing when submitting a paper.
- Positive, proactive, or successful students will pre-plan for testing situations and ensure they can access the internet to complete the exam on its assigned date and time.
- Students will be proactive and resourceful in solving problems in the case of internet or technical issues.

Sul Ross State University Important Information

1. Official Communications

Official outside-of-class-meeting communications will be delivered to the students via their SRSU (Sul Ross State University) e-mail. Students are responsible for checking their e-mail daily. Failing to check messages is not a valid excuse for not completing coursework. Communications can also be done by appointment. IT support regarding Blackboard is listed in the image below.



Who should I contact?

Online Support Desk	Lobo Technology Assistance Center (LTAC)
<p>☎ 888.837.6055</p> <p>✉ blackboardsupport@sulross.edu</p> <p>Available: 24/7</p> <ul style="list-style-type: none">• Logging into Blackboard• Questions about Blackboard tools/software• Trouble with tests/quizzes/assignments• Error messages on Blackboard• Online course video problems	<p>☎ 888.837.2882</p> <p>✉ techassist@sulross.edu</p> <p>Available: Monday-Friday 8 a.m. - 5 p.m.</p> <ul style="list-style-type: none">• Logging into your mySRSU/Banner/SRSU email• Campus computer, computer lab, or campus Wi-Fi issues• Security concerns with your SRSU or VPN account• Questions about Office 365 or OneDrive



Or by clicking on <https://www.sulross.edu/bb/>.

2. Policy on Academic Misconduct

Please refer to:

https://d1mg6ms3faonj.cloudfront.net/wpcontent/uploads/2020/09/student_handbook_2019-2020_revision_12.7.2020.pdf

Students should familiarize themselves with the SRSU Student Code of Conduct. Cheating, plagiarism, and/or other forms of academic misconduct are NOT TOLERATED in class. Any student found guilty of such misconduct will be subject to disciplinary action, including, but not limited to, a **zero** on his/her class activities.

3. Special Needs

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Mary Schwartz, M. Ed., L.P.C., in **Counseling and Accessibility Services**, Ferguson Hall, Room 112. The mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832. Telephone: 432-837-8691. E-mail: mschwartz@sulross.edu. **All medical information is treated confidentially.**