

Foundations of Economics (MBAD 5110)

- Learn to analyze various issues with economics
- Meet in class on alternating Mondays
- Online problems due on Mondays on off-weeks
- Use ResponseWare app in class (\$19.99 license)
- Grading: Clicker Questions 5%, Group Project Presentation 20%, Exams 75%
- Group Presentation – apply economics knowledge to a local business or societal issue
- Exams on:

Feb 6, Apr 3, & May 8

MBAD 5110, Foundations of Economics
Alternating Mondays 5:30 – 8:15 pm, Center City 906
Spring 2017

Instructor: Dr. Matt Metzgar
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Office Hours: Monday & Wednesday 1:00 - 2:00 pm; Tuesday 1:00 - 3:00 pm

Teaching Assistants: NA

Textbook (recommended): Mankiw, Gregory. Principles of Economics, 7th edition.
South-Western/Cengage Publishing
ISBN: 9781285165875
Note: To save money, buying a used 6th edition may be compatible

Clicker License (required): You will need a smartphone or web-enabled device for every class. See Canvas for information on obtaining a clicker license and the ResponseWare app.

Course Description: This course focuses on topics related to the scope and methodology of economics as a social science, analysis of markets, development of market structure, characteristics of market failure, problems of economic concentration, theory of income distribution, measurement of national income, theory of national income determination, money and banking, monetary and fiscal policy, and international economics. Enrollment is limited to admitted MBA students.

This course is the economics preparation for the MBA program. It cannot be taken for credit toward any undergraduate degree program within the Belk College of Business Administration. It cannot be used as equivalent credit for ECON 2101 or ECON 2102. Credit will not be given for MBAD 5110 where credit has been given for ECON 2101 or ECON 2102.

Course Objectives: Foundations of Economics is a course for MBA students without previous course work in economics. It combines the materials of Principles of Macroeconomics (ECON 2101) and Principles of Microeconomics (ECON 2102). The pace of instruction is accelerated compared to the undergraduate principles classes. Unless you are prepared to exert the additional time and energy required in this accelerated course, you should enroll in the two separate principles classes listed above. Students with unusually heavy work schedules are not encouraged to take MBAD 5110.

This course has two main objectives. First, it is designed to acquaint you with the body of knowledge in microeconomics and macroeconomics. Second, it is designed to teach you to apply this knowledge to new situations and observations. Students are expected to understand basic economic theories and to be able to apply them to everyday issues and problems.

Grading Basis: Grades will be based upon three categories:

- Clicker Questions (in-class & online)
- Cumulative Exams
- Group Project

Clicker Questions (in-class & online): During every class, questions will be presented that are to be answered via student's own smartphones or devices. These questions are typically scored as 90% for an incorrect answer and 100% for a correct answer.

Online clicker question will be assigned on the off-weeks via Canvas. These questions will be graded in the same way, 90% for an incorrect answer and 100% for a correct answer.

Exams: There will be three exams during the semester taken via clickers. These exams are cumulative. Exam 1 covers the material from the first third of the course. Exam 2 covers the material from both the first third and the second third, though it will be weighted more towards the second third. The same holds true with the Final Exam. This is done to promote long-term retention of the material

The lowest exam will be dropped out of the first 2 exams. The final exam cannot be dropped.

Students who arrive late for an examination will be permitted to sit the test provided that no student has turned in their paper prior to the student's arrival. Once a paper has been turned in, late arriving students will not be permitted to begin the test or exam. A student who begins a test late will not be given extra time at the end of the examination period.

Final Examination: The final exam is cumulative and required.

Exams and Clickers: Exam answers may be entered via ResponseWare if possible.

Makeup Exams: If traveling on official University business, a similar multiple-choice makeup exam will be available. For all other absences, no makeup exams will be given.

Group Project Presentation: Students will be tasked with applying their economics knowledge to a real-world issue. Groups will present on Monday, May 1st. More information about this assignment will be available on Canvas.

Grading:

Group Project Presentation	20%
Clicker Questions (in-class & online)	5% (drop lowest 2 days/online assignments, capped at 100%)
Exam	50% (best 1 of first 2)
Exam Final	25%

Grading Scale:

A 90-100%
B 80-89%
C 70-79%
D 60- 69%
F Below 60%

Grades are rounded to the nearest whole percentage. Example: 89.5% will round to an A, while 89.49999% will not.

Attendance: Attendance is not taken though students who miss class will obviously lose exam points and/or in-class clicker points. There may be a multi-point clicker question at the beginning of class to make sure students arrive on time.

Academic Integrity: Students have the responsibility to know and observe the requirements of The UNC Charlotte Code of Student Academic Integrity. This code forbids cheating, fabrication or falsification of information, multiple submissions of academic work, plagiarism, abuse of academic materials, and complicity in academic dishonesty. Any special requirements or permission regarding academic integrity in this course will be stated by the instructor and are binding on the students. Academic evaluations in this course include a judgment that the student's work is free from academic dishonesty of any type; and grades in this course therefore should be and will be adversely affected by academic dishonesty. Students who violate the code can be expelled from UNC Charlotte. The normal penalty for a first offense is a lowering of the course grade by one letter grade. For second offenses, in almost all cases, the course grade is reduced to an F. Copies of the code can be obtained from the Dean of Students Office. Standards of academic integrity will be enforced in this course. Students are expected to report cases of academic dishonesty to the course instructor.

Using another student's clicker to enter responses in their absence is a violation of the academic integrity code. To that end, there is no plausible motive for possessing another student's clicker other than to obtain points for an absent student. Consequently, possession of another student's clicker will be taken as evidence of intent to violate the academic integrity code and will be prosecuted to the fullest extent allowed under the UNC-Charlotte Academic Integrity Code.

If you are caught using someone else's clicker, both students will have their course grades dropped by one letter grade.

Cell Phones: Cellular Telephones and pagers are to be turned off and stowed out of sight for all classes and exams. Under very extraordinary circumstances (such as someone providing emergency care for a family member), students will be permitted to leave their cell phone or pager (using silent ring options) on during class, but never during a test or exam. Students who confront such emergencies must obtain prior approval from the professor.

Exam Schedule: The University has very specific guidelines regarding the circumstances under which students are permitted to reschedule final examinations. These guidelines will be followed to the letter. **Students who do not meet the specific guidelines set forth by the university will not be permitted to take the final examination at a time other than the officially proscribed period for any reason. The**

semester ends with the final examination. There will be no accommodation for students who want to take an early exam for any reason other than representing the university. Students representing the university must provide written documentation from appropriate university personnel.

Diversity: The Belk College of Business strives to create an inclusive academic climate in which the dignity of all individuals is respected and maintained. Therefore, we celebrate diversity that includes, but is not limited to ability/disability, age, culture, ethnicity, gender, language, race, religion, sexual orientation, and socio-economic status.

FAQ:

Do you give partial credit on exams? No.

Outline: Chapters 4,5,6,10,11,13,14,15,23,24,25,29
If time allows Chapters 18,26,27,33,35

Schedule:

Monday, Jan 9
Welcome, Hand out Syllabus, Discussion of Teaching Methods,
Clicker Overview, Chapter 4

Monday, Jan 16
Online questions due

Monday, Jan 23
Chapters 4, 5, 6

Monday, Jan 30
Online questions due

Monday, Feb 6 – **Cumulative Exam #1**
Chapters 10, 11

Monday, Feb 13
Online questions due

Monday, Feb 20
Chapters 13, 14, 15

Monday, Feb 27
Online questions due

Monday, March 6
Group presentation proposal due online

Monday, Mar 13
Online questions due

Monday, Mar 20
Chapters 23, 24

Monday, Mar 28
Online questions due

Monday, Apr 3 – Cumulative Exam #2
Chapters 24, 25

Monday, Apr 10
Online questions due

Monday, Apr 17
Chapters 25, 29

Monday, Apr 25
Online questions due

Monday, May 1 – Group Project Presentations
Chapter 18

Monday, May 8 – **Final Exam at 5:30 pm – 7:00 pm (required)**

References:

1. Learn before lecture: A strategy that improves learning outcomes in a large introductory biology class. Moravec M, Williams A, Aguilar-Roca N, O'Dowd DK. CBE Life Sci Educ. 2010 Winter;9(4):473-81.
2. Constructing Knowledge in the Lecture Hall: A Quiz-Based, Group-Learning Approach to Introductory Biology. Daniel J. Klionsky 2002 Journal of College Science Teaching v. 31, n. 4, p. 246-251.
3. The Exam-A-Day Procedure Improves Performance in Psychology Classes. 2002. Leeming, F. Teaching of Psychology, v29 n3 p210-212.
4. Increased course structure improves performance in introductory biology. Freeman S, Haak D, Wenderoth MP. CBE Life Sci Educ. 2011 Summer; 10(2):175-86.
5. Learning concepts and categories: is spacing the "enemy of induction"? Kornell N, Bjork RA. Psychol Sci. 2008 Jun;19(6):585-92.
6. Collaborative group testing benefits high- and low-performing students. Giuliadori MJ, Lujan HL, DiCarlo SE. Adv Physiol Educ. 2008 Dec;32(4):274-8.