



## ECON 2010.602 Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

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**Semester:** Spring

**Course Prefix:** ECON

**Course Title:** Principles of Economics I

**Year:** 2025

**Course and Section #:** 2010-602

**Credits:** 3 credit hours

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### *Course Description*

Teaches basic concepts and tools from the fields of Microeconomics and Macroeconomics. Focuses on the tenets of economic analysis and explains how consumers, producers and other economic agents make decisions, as well as the outcomes of their interactions. Provides the needed framework for business students to understand the role of macroeconomic policies in the US, including GDP measurement, inflation and unemployment. Uses lectures, class discussions, and a variety of in-class activities to promote engaged learning. Required for all business students.

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### *Course Attributes*

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

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### *Instructor Information*

**Instructor Name:** Kristy Parkinson

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### *Student Learning Outcomes*

A student in Econ 2010 will be able to:

- Define basic concepts of economic modeling.
  - Use the demand and supply model to determine equilibrium prices and quantities in perfectly competitive markets and their efficiency properties.
  - Apply marginal analysis to predict consumer and producer behavior.
  - Define macroeconomic concepts for the analysis of countries' economic performance.
  - Apply measurement techniques to the GDP and its components, inflation, economic growth, and unemployment.
  - Apply economic models and techniques to economic policy and business decisions.
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### *Course Materials and Texts*

*Economics*, 23e, by McConnell, Brue and Flynn with Connect access.

The bookstore automatically charges you for digital access to the textbook and Connect (the charge will be listed as a “Bookstore Charge”). If you prefer reading from a physical copy of the textbook, you are welcome to purchase one in addition to the digital textbook from the bookstore, or buy or rent one online (even older editions are fine as long as you occasionally consult the digital version).

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## ***Course Requirements***

### **Course Assignments, Assessments, and Grading Policy**

The following class policies are subject to change at the instructor’s discretion. This class follows the following learning model: we **prepare** for class, **teach each other**, and **assess learning**. In order to maximize time spent in class on clarifying, discussing, and exploring concepts, you are required to **prepare for class** by reading the chapter, learning the key terms, equations and diagrams from the chapter, and completing a prepare and reflect assignment. When you come to class prepared, we can work together and **teach each other** to apply concepts and deepen understanding of important topics. This means that attendance and class participation will be part of your grade. Once you deepen and apply your understanding through class activities and additional assignments, you will be expected to complete various assignments to **assess** your ability to critically analyze the covered topics. Overall, you should expect to spend two hours working out of class for every hour spent in class. Please review the following grading policies and assignments throughout the semester to be sure your grade is not affected.

### ***1.1. Learning Philosophy***

Assignments in this class embrace the notion of desirable difficulties. Economics is a tough subject for a lot of students because it is highly analytical, requiring precise understanding of definitions, formulas and graphs, and the ability to apply those definitions, formulas and graphs in a variety of places. But rather than thinking that this is a hard class and “I’ve just got to get through it”, I encourage you to approach this class as a wonderful way to challenge your normal perspective and look at the world in a new way. Science has shown in recent decades that our brains are not fixed from birth: our neural circuitry changes even into our fifties and sixties as we continue to learn and experience new things. So rather than saying, “There’s no way for me to improve,” you can say, “If it’s hard that means I’m learning something and improving!” I have designed the assignments in this class to take advantage of other scientific research into optimal learning methods. If you fully commit to these strategies you will not only learn what you need to learn to get a good grade in the class, you will gain a deeper understanding and a new perspective that will benefit your life. You can track your learning progress by checking your learning mastery grade (in Canvas, when you check your grades for this class, there is a tab near the top that says “Learning Mastery” that keeps track of how you have performed on questions related to each of the learning outcomes for this class).

One of the proven strategies for deeper learning is introducing desirable difficulties into our learning. The principle is that if learning is easy, it’s not going to get into long term memory. If learning is appropriately hard, on the other hand, the new learning gets encoded into long term memory, and the brain works to make new pathways to retrieve the knowledge and connect it to previous knowledge, making the learning more relevant and useful in the future. One of the main ways to make learning more difficult is to focus on quizzing rather than reading or copying. As you start the semester, if you feel that the structure of the class is overwhelming (an undesirable difficulty rather than a desirable difficulty), be sure to meet with me to discuss how you can meet your learning goals. However, don’t give up too

soon: these desirable difficulties can feel that they are impeding rather than helping learning, but they will not work unless you persist and fully invest in them.

## ***1.2. Prepare for Class***

You are expected to read the assigned chapter and complete a prepare and reflect assignment by Saturday of each week. Each prepare and reflect assignment lists the learning outcomes for the following week, which students can use to optimize how to read through the chapter. The questions in the assignment will then help you deepen your understanding of each of the learning outcomes for the following week. Some of the questions will be multiple choice, fill in the blank, or matching style questions, but some of the questions are essay/short answer, so give yourself enough time to complete all the questions in the assignment. In addition to questions helping you prepare for the following week's topics, some questions will have you reflect on past weeks' topics. The final question on the prepare and reflect assignment will have you evaluate your learning mastery grade and make a plan to improve your understanding in topics where you are falling behind.

Students get two attempts for the prepare assignment. The first attempt is due on Saturdays by 11:59 pm. The second attempt will be opened on Mondays, and can be turned in anytime before the end of the semester. Only the highest score is kept. Students will only have the second attempt if they complete the first attempt on time. Students are encouraged to space the second attempt so that it becomes a good review and retrieval practice. Questions in the prepare and reflect assignment update students' learning mastery grade. Prepare and reflect assignments are on average worth 35 points and account for 15% of your final grade.

## ***1.3. Teach Each Other Assignments***

### ***1.3.a. In Class Problems***

We will work through problems during class to practice economic concepts. The in class problems will build off the learning outcomes covered in the prepare and reflect assignment. We will work through all the problems together, sometimes in groups and sometimes as a class, during the first class of the week. You must be prepared to answer questions and demonstrate answers if called upon. As we work through problems together and teach each other, our understanding of the concepts will deepen. Half the points for these problems will come from participation, and half will come from accuracy. You must be in class to receive the participation points. In class problems are due the same day as class at 11:59 pm. The in class problems will on average be worth 12 points, and account for 10% of your final grade.

### ***1.3.b. Application Assignments***

Application assignments are an opportunity for students to apply the week's learning outcomes to real world situations. Students will be required to answer a set of questions, often draw graphs or perform calculations similar to the prepare and reflect assignment and the in class problems, and sometimes do additional research. Approximately half the points are awarded for attempting to answer each question, and the remaining points are awarded for accuracy. Students will work in groups during the second class of the week to complete the application assignments. Application assignments account for 15% of your final grade.

## ***1.4. Assess Learning***

### ***1.4.a. Quizzes***

Most weeks will have two quizzes, an individual quiz and a group quiz. The individual quiz will be completed the day after the first class of the week. It is closed notes and closed book, and will be proctored using Proctorio to encourage practicing retrieval. On weeks with only one scheduled class, only the individual quiz will be completed.

The group quiz will be completed during the second class of the week. Students will work in groups to discuss and understand the correct answers for the multiple choice questions that were in the individual quiz. Quiz questions update students' learning mastery scores. Quizzes account for 20% of your final grade.

#### 1.4.b. Exams

There are three exams in this class: two during the semester (worth 25% of final grade) and the final exam (worth 15% of final grade). Each exam is multiple choice, with questions similar to the questions in the quizzes, and is cumulative. Questions in the exams update students' learning mastery grade. The exams are administered using Proctorio and are closed notes, closed books. The first exam is available from February 3 – 7 and covers topics 1 through 3 (chapters 1, 3, 4). The second exam is available from March 17 – 21 and covers topics 1 through 7 (chapters 1, 3, 4, 6, 9, two sections of 29). The final exam is available from April 24 – 30 and covers topics 1 through 11 (chapters 1, 3, 4, 6, 9, 10, 27 – 29 and an additional chapter).

#### 1.4.c. Make Up Points

The last question on the prepare and reflect assignment will have you evaluate your learning mastery grade and make a plan to improve your understanding in topics where you are falling behind. Part of that plan will include completing assignments that count as make up points towards quizzes and exams. The following lists some of the assignments that students can complete to gain mastery in the learning outcomes and earn make up points. The number of make up points awarded is dependent on the accuracy and quality of the submitted work. No penalties are applied if students don't complete make up assignments.

- *McGraw-Hill Connect Smartbook assignments*: students can complete a Smartbook assignment for the learning outcome(s) they want to work on. SmartBook assignments are accessed through Connect, and consist of short questions to brush up on topics in the textbook. If you miss questions, you will be guided to the relevant section of the book to brush up on the concept.
- *Additional application assignments*: students can complete an additional application assignment from the topic they would like to work on. These application assignments are generally shorter than the ones completed in class.
- *Mind map*: students can create a mind map that connects new learning outcomes to past learning outcomes. Students can work on their mind map in whatever format they are comfortable with. A link to a helpful site is also provided in Canvas. Students should provide a link to their mind map or include a photo or document of their mind map to earn make up points.
- *Create flashcards*: students can create their own flashcards that they can use to practice retrieval. Students must create at least three flashcards per learning outcome for the chosen topic. Students can create the flashcards in whatever format is useful for them (for example, on paper, in a document, or on Quizlet, for example). Students should provide the document with the flashcards, photos of the flashcards, or a link to the flashcards to earn make up points.
- *Meet with Prof. Parkinson*: students can schedule a time to meet with Prof. Parkinson virtually to review all the learning outcomes covered up to that point, focusing on the learning outcomes that

students are still struggling with on the quizzes and/or exams. To earn make up points, students must keep their appointments and demonstrate improvement in understanding the learning outcomes.

## **1.5. Other Class Policies**

### **1.5.a. Attendance**

Due to the nature of the assignments and group work in this class, attendance is required to get a good grade. However, I must strike a balance between requiring attendance to benefit learning and limiting attendance to keep us safe and healthy. I will be recording each class and will post a link to the recording in an announcement. Everyone will have access to the recording. However, only students with an encouraged absence or an excused absence, as detailed below, will receive up to full credit for in class problems and in class quizzes.

*Encouraged Absences:* Students should not come to class if they feel sick in any way (even if it's probably not COVID; better safe than sorry). Students should also not come to class if they test positive for covid or have come in contact with someone who tested positive, even if they do not feel sick. If you are unable to come to class because you are sick, tested positive for covid, or came in contact with someone who tested positive, you must notify me as soon as possible so that I can count your absence as an encouraged absence and allow you to make up the work you missed. Note that UVU provides [free COVID-19 testing](#) and free vaccinations.

*Excused Absences:* If you have a family or personal emergency (besides personal illness as described above), your absence may be counted as an excused absence on a case by case basis. Again, you must notify me as soon as possible so I can adjust due dates for assignments and allow you to make up the work you missed.

*Unexcused Absences:* If you miss the first class of the week, you can still submit the in class problems after watching the recording of class posted as an announcement. You will only receive points for accuracy (no participation points) if you are absent. If you miss the second class of the week, you will still be able to complete the application assignment on your own, but will not receive credit for any group quiz attempt. If you have more than four unexcused absences throughout the semester, your final grade will be dropped by a letter grade.

### **1.5.b. Late Work**

No late work will be accepted in this class. Give yourself plenty of time before the due date to complete the work so that any technical issues can be resolved.

## **1.6. Technology**

### **1.6.a. Microsoft Teams**

All my office hours and student consultations will be held virtually using Microsoft Teams. You can download Microsoft Teams or use the online version available through Canvas. Additional information is available here: <https://www.uvu.edu/desktopsupport/office-365.html>. See the "Introduction to the Class" module for additional information.

### 1.6.b. Proctorio

All exams will use Proctorio proctoring software. Proctorio is an extension of the Google Chrome browser. The following url has instructions for downloading and using the Proctorio extension: [https://www.uvu.edu/otl/docs/student\\_proctorio\\_instructions.pdf](https://www.uvu.edu/otl/docs/student_proctorio_instructions.pdf). Additional instructions will be posted on Canvas. Keep in mind that Proctorio records both your screen and your surroundings, meaning you must take the exams in a quiet, undisturbed environment, and you must have a computer with a functioning webcam. You may not use headphones, and if you need to use scratch paper or a calculator you must hold them up at the beginning of the exam to verify it is a blank piece of paper and a normal calculator (phones are not allowed). A strong internet connection is also helpful to successfully complete the exams.

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### **Required or Recommended Reading Assignments**

See schedule.

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### **General Description of the Subject Matter of Each Lecture or Discussion**

See schedule.

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## ***Required Course Syllabus Statements***

### **Generative AI**

All submitted work should be entirely your own, with no input or assistance from AI tools. Be aware that sophisticated tools can detect AI-generated content. Integrity in submissions is essential. Any detected use of AI tools against this policy may lead to grade deductions or further academic repercussions. Stay genuine and stay safe.

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### **Using Remote Testing Software**

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

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## ***Required University Syllabus Statements***

### **Accommodations/Students with Disabilities**

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu) or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at [DHHservices@uvu.edu](mailto:DHHservices@uvu.edu)

DHH is located on the Orem Campus in BA 112.

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### **Academic Integrity**

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

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### **Equity and Title IX**

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – [TitleIX@uvu.edu](mailto:TitleIX@uvu.edu) – 800 W University Pkwy, Orem, 84058, Suite BA 203.

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### **Religious Accommodation**

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu). If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.