



ECON 2010.X06

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

Semester: Spring

Year: 2025

Course Prefix: ECON

Course and Section #: 2010.X06

Course Title: Principles of Economics

Credits: 3

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.

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.*

Instructor Information

Instructor Name: Prof. John Pilkinton

Student Learning Outcomes

- 1 Define basic concepts of economic modeling such as supply and demand.
- 2 Apply economic models and techniques to economic policy and business decisions and learn how to leap over tall economic phenomenon in a single bound.
- 3 Calculate equilibrium prices and quantities in perfectly competitive markets to achieve an efficient allocation of resources.
- 4 Demonstrate how marginal analysis is used to predict consumer and producer behavior, and possibly how you can fly like an eagle to the sea. Results may vary.

5 Apply measurement techniques to GDP and other components such as inflation, economic growth, and unemployment.

Course Materials and Texts

- Besides your brain and a computer, the class will use an electronic text
 - McConnell, R., S. L. Brue, and S. M. Flynn. “Economics.” McGraw-Hill/Irwin, 23rd edition
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Course Requirements

Course Assignments, Assessments, and Grading Policy

You can earn points by doing the following things. Choose those activities that speak to you. Because there are about 200 points of “extra credit” already built into the course, **THERE ARE MORE ACTIVITIES TO DO THAN YOU PROBABLY NEED TO DO**. Take a minute to think about how you want to get the points you need to earn the grade you want.

Reading

Each weekly module will have associated reading. Reading will be made available online, almost all of it on McGraw-Hill’s “Connect,” which you can gain access to through Canvas. **BE WARNED:** The McGraw-Hill SmartBook assignments include “quizzes” to help you understand the reading, but they are **NOT** necessarily representative of the types of questions you will see in the exams. Please refer to the chapter quizzes that I have included.

Application Based Activities and Connect the Dot Videos

Okay, these are kinda' cheesy, gamified activities; however, they're decently fun and actually educational. Some weeks there will be one or two, some weeks more, some weeks less. Some students love them; some hate them. Choose wisely.

However, they only take about 10-15 minutes a piece. There are about a dozen respectively and you've got two chances per activity to grab all the points.

Interactive Graphs

Over the course there are a handful (maybe a handful and a half) of interactive graphs. One of the primary tools of analysis we will be using is graphical analysis (so called), which really just means looking at supply curves and demand curves (lines) on, well, a graph. But these graphs are interactive!

Quizzes

Each weekly module will have an associated quiz. You have two attempts and the best score will be saved.

Exams OR Projects

So, you're gonna have to make another choice. Two actually. At two points during the semester, you can choose to take an exam OR do a written assignment **NOT BOTH**.

If taking tests is your thing, then exams might be for you: check the schedule online, but there will be test-bank based exams, each covering its own chapters (i.e., there is no “final exam” that covers everything). Fair warning: averages often come in around 65%, so plan your points accordingly. However, you actually get to take the exams up to two times each. The bad news is the questions come from a pool, so you will likely not get the same set twice.

If writing is your thing, then a written project might be for you: Instead of taking an exam you can choose a mini research projects, two-to-five-page papers giving you an opportunity to show what you know. Please refer to Canvas for more information and due dates. Late written projects will not be accepted.

I will endeavor to return papers within one week of submission. Papers will be graded pass fail according to their respective rubrics and you will have one opportunity for revision, if needed. Revisions are due within one week of feedback.

Weekly Discussions

There are WEEKLY ONLINE DISCUSSIONS on various topics.

Submit at least a 100-word response to the prompt and respond to two other posts, and you've earned yourself some points. Late submissions for the discussions will not be accepted.

Points Grade

1410 A

1350 A-

1305 B+

1260 B

1200 B-

1155 C+

1110 C

1050 C-

1005 D+

960 D

900 D-

Required or Recommended Reading Assignments

All required readings use chapters from the course text that align with the lectures below

General Description of the Subject Matter of Each Lecture or Discussion

1	Limits, Alternatives, and Choices	What Fork is an Economy?
2	Economic Systems and the Market System	Markets? Are those still around?
3	Demand and Supply	What are markets made from?
4	Market Equilibrium	Where does Market Equilibrium come from?

5	Efficiency	What does a market in equilibrium mean?
6	Elasticity	Wait, those curves spin?
7	Production Costs	Where do Supply Curves come from?
9	Pure Competition Short Run	What is competition like when we're all the same?
10	Measuring GDP	How do we measure winning?
12	Economic Growth	How do we win... bigly?
13	Business Cycles	All the stuff...
14	Unemployment	...that COVID...
15	Inflation	...made us worried about.

Required Course Syllabus Statements

Generative AI

We all know that artificial intelligence is going to make humans redundant and the first step on that path is Generative AI, mathematical models capable of generating new content, be it text, images, music, or other forms of data. By learning patterns from existing large amounts of data, these models can produce novel outputs that were not part of their training set, mimicking the style and structure of the learned data. Before we reach the Singularity, much like my comment about Excel above, get to know your tools:

Data Protection – You should not enter confidential data into publicly-accessible generative AI platforms. Information relayed to generative AI platforms under standard configurations lacks confidentiality and may reveal crucial or protected information to unintended recipients.

AI Limitation – Content produced by AI can be imprecise, deceptive, or wholly fabricated (often termed "illusions") or might encompass copyrighted elements. You hold accountability for any content you disseminate that incorporates material generated by AI.

Transparency & Disclosure – If you use AI-generated content in your work, proper citation is required. Review your syllabus carefully, if not clear, communicate with your instructor on how much AI-generated work is allowed to use in each assignment.

Embrace Tech: You're free to use AI tools across your coursework to enhance and refine your work.

Citation is Crucial: When drawing insights, data, or content from AI, you must cite the tool used, similar to how you would reference a textbook or research paper.

Maintain Originality: Your submissions should contain a balance of original thought and AI-assisted content. Your unique perspective and voice should always be dominant.

Feedback Loop: Engage with your instructors about your use of AI. Their insights can help you utilize these tools in a more enriching way.

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.

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 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

DHH is located on the Orem Campus in BA 112.

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](#).

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 – 800 W University Pkwy, Orem, 84058, Suite BA 203.

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. 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.