



**I. COURSE DESCRIPTION:**

In this course, CICE students, with assistance from a learning specialist throughout, will discuss small-scale economic phenomena. Students will examine the behaviours of individuals, households, firms, industries, and resource owners. Further, they will review the explanations for such things as prices and output of firms, and the choices of consumers in buying goods and services. Finally, they will examine technological change, costs, competitions and adjustments of markets to new conditions.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this course, the CICE student, with the assistance of a learning specialist, will demonstrate the basic ability to:

1. Use the basic supply and demand model to assess the implications for price and output of various events.

**Potential Elements of the Performance:**

- Define and explain the basic economic terms.
- State the determinants of supply and demand, and given data, construct the curves.
- Using supply and demand curves, determine price and quantity under conditions of market surplus, shortage, and equilibrium.
- Given an event affecting supply or demand, use the basic model to analyze the effect on equilibrium price and quantity, and further analyze the significance of price elasticity on equilibrium price and quantity.

2. Apply the basic theory to examine the effect of different elasticities and government regulations on the market.

**Potential Elements of the Performance:**

- Given a graph, analyze the effect of the imposition of any one of the following: Tax, Subsidy, Price floor, Price ceiling
- Given data, calculate price, cross, or income elasticity, and based on the calculated elasticity, state the particular characteristic of the good
- Given data, including elasticity, determine the effect on sales.

3. Understand the derivation of the demand curve.

**Potential Elements of the Performance:**

- Given utility data, construct the demand schedule or curve and determine the consumers' surplus associated with a particular price and/or quantity.

- **Given utility data, determine a budget allocation and the marginal utility of money in equilibrium.**
- **Given a set of indifference curves, analyze the effect of a change in price or income, including the construction of a demand schedule.**

**4. Understand the production and cost functions underlying the supply curve.**

**Potential Elements of the Performance:**

- **Given data, calculate and graph the TP, AP, and MP curves.**
- **Given data, calculate and graph TFC, TVC, TC, AFC, AVC, ATC, and MC.**

**5. Understand the market behavior of a firm in perfect competition.**

**Potential Elements of the Performance:**

- **Given cost curves for a firm in perfect competition, determine the price, output, and profit (loss) relationships, and analyze the price and quantity changes as the industry moves to equilibrium.**
- **Given a graph of the LAC and an SAC, use the graph to explain how a firm can be efficient (inefficient) in the short run but inefficient (efficient) in the long run, and the situation when the firm is efficient in both the long and the short run; sketch in the appropriate SMC and LMC curves (time permitting).**
- **Recognize where the perfect competition model is appropriate to use.**

**6. Understand the market behaviour of a monopolist.**

**Potential Elements of the Performance:**

- **Given a demand schedule, calculate TR and MR, and graph AR and MR curves.**
- **Given cost curves and AR, determine the monopolist's output, price, and profit (loss); determine society's optimal output and price, and the monopolist's profit (loss).**
- **Recognize where the monopoly model is appropriate to use.**

**7. Understand the market behaviour of a firm in monopolistic competition.**

**Potential Elements of the Performance:**

- **Given ATC, MC, and AR curves for a firm in monopolistic competition, determine price, output, and profit (loss) of the firm.**
- **Explain the long run adjustment and illustrate graphically.**
- **Recognize where the monopolistic competition model is appropriate to use.**

**8. Understand the market behaviour of firms in oligopolistic markets.**

**Potential Elements of the Performance:**

- Explain the shape of the kinked demand curve and how it explains price rigidity; given a kinked demand curve, state the price and output associated with a given MC.
- Given market demand, MC of dominant firm, and summed MC for all other firms, construct the AR and MR for the dominant firm, and determine the price set by the dominant firm and the market shares of it and all other firms (time permitting).
- Explain oligopoly behavior, using games theory and the flat AVC curve.
- Discuss non-price competition and the instability of cartels; price differentiation and discrimination.
- Given a market situation, choose a model to explain the market behavior.

**9. Understand the behaviour of a firm in various input markets.**

**Potential Elements of the Performance:**

- Given data, calculate and graph a VMP or MRP curve and state the quantity of labor hired at a specified wage.
- Given the requisite curves, determine the wage rate and quantity of labor hired in each of the four market situations and illustrate exploitation; use the curves to suggest and explain possible union behavior.
- Given the requisite curves, explain the behavior of the monopolist and monopolist under bilateral monopoly conditions as regards price and output.
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**III.**

**TOPICS:**

1. The Economic Problem/ Introduction to Demand and Supply: Chapter 1 & 2
2. Demand and Supply: An Elaboration: Chapter 3
3. Elasticity: Chapter 4
4. Consumer Choice: Chapter 5
5. Production Decisions and Costs: Chapter 6
6. Perfect Competition: Chapter 8
7. Monopoly: Chapter 10

- 8. Imperfect Competition: Chapter 11
  - 9. The Factors of Production: Chapter 12
- IV.

#### V. REQUIRED RESOURCES/TEXTS/MATERIALS

Sayre, J.E., et al. Principles of Microeconomics with Connect Access, Eighth Canadian Edition. McGraw-Hill Ryerson, 2015. ISBN 9781259104794.

#### EVALUATION PROCESS/GRADING SYSTEM:

Exam #1: Chapters 1, 2, 3, 4	34% of final grade
Exam #2: Chapters 5, 6, 8	33% of final grade
Exam #3: Chapters 10, 11, 12	33% of Final grade
Total	100%

Missed exams will be assigned a grade of zero.

There will be no re-writes of missed Exams.

The following semester grades will be assigned to students:

Grade	Definition	Grade Point Equivalent
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00

- CR (Credit) Credit for diploma requirements has been awarded.
- S Satisfactory achievement in field /clinical placement or non-graded subject area.
- U Unsatisfactory achievement in field/clinical placement or non-graded subject area.

**X** A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.

**NR** Grade not reported to Registrar's office.

**W** Student has withdrawn from the course without academic penalty.

If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

## **VI. SPECIAL NOTES**

### **Attendance:**

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session. It is the departmental policy that once the classroom door has been closed, the learning process has begun. Late arrivers will not be granted admission to the room.

Students are expected to attend all scheduled classes. Attendance will be taken for each class on a sign in basis. In all cases, attendance of less than 80% of the scheduled classes is not acceptable.

### **Classroom Decorum:**

Students will respect the diversity and the dignity of those in the classroom. Student will respect the professor's right and duty to teach and students' right to learn without interference. Students who cause any interference with the objectives of the class will be asked to leave the classroom.

Food is not allowed in the classroom. Beverages can be brought to the classroom.

Cell Phones must be turned off during class time. If a student does not follow this policy they will be asked to leave the classroom.

**Electronic devices used to record instruction are not allowed in the classroom with the exception of issues related to accommodations of disability. Formal accommodation documentation must be provided by the student from the Disability Services Department prior to requesting the recording of instruction.**

**Contact Information:**

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**Office: M2010 (Office Hours by appointment)**

**COURSE OUTLINE ADDENDUM**

The provisions contained in the addendum located on the portal form part of this course outline.

**Addendum:**

Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

**CICE Modifications:****Preparation and Participation**

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

**A. Tests may be modified in the following ways:**

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

**B. Tests will be written in CICE office with assistance from a Learning Specialist.*****The Learning Specialist may:***

1. Read the test question to the student.

2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

**C. Assignments may be modified in the following ways:**

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

***The Learning Specialist may:***

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

**D. Evaluation:**

Is reflective of modified learning outcomes.