

NEBRASKA COLLEGE OF TECHNICAL AGRICULTURE

Division: Agribusiness Management Systems

Course: Microeconomics - Online

Course Number: ECN 1203

Semester: Fall 2021

Instructor: Mary Rittenhouse

Office: Ag Hall #35A

Email: mrittenhouse2@unl.edu

Phone: 308.367.5275

Virtual Office Hours: M/W 2 – 2:50 p.m.

Other times by appointment

While virtual office hours are provided when students can expect me to be in the office, students are welcome and encouraged to email/phone me with their questions and concerns when they arise. Every effort will be made to answer messages within 24 hours during the week unless otherwise notified. Over the weekend, or when not on campus, every effort will be made to respond within 48 hours. In addition, each Chapter will have a Discussion Board thread for questions/concerns relevant to that chapter to share with the class.

AGRIBUSINESS MANAGEMENT SYSTEMS MISSION

The Agribusiness Management Systems major supports the college mission by striving to develop students into competent citizens through general education and promoting involvement, innovation, and individuality in the agribusiness industry.

ECN 1203 PRINCIPLES OF MICROECONOMICS meets the following Agribusiness Management Systems Program Outcomes:

- Demonstration of computer skills
- Apply economic information to real world situations
- Think critically and demonstrate problem-solving skills

ECN 1203 PRINCIPLES OF MICROECONOMICS supports the following General Education Outcomes:

- Written communication
- Quantitative literacy
- Problem solving
- Critical thinking

STUDENT LEARNING OUTCOMES

At the completion of this course you will be able to:

1. Explain the role of scarcity, opportunity cost and the cost/benefit analysis in economic decision-making.
2. Identify and describe basic principles of demand, supply, and market equilibrium.
3. Explain the relationship between elasticity and total revenue.
4. Identify the four market structures by characteristics.
5. Identify and illustrate short-run and long-run costs of production
6. Calculate and illustrate short-run profit maximization/loss minimization level of production.
7. Relate how determinants of demand and supply affect prices.

COURSE DESCRIPTION

Analysis and evaluation of markets. Demand, supply, elasticity, production costs, consumption utility, monopoly, competition, monopolistic competition, oligopoly, allocative and technical efficiency, and income distribution Resource markets, unions, agriculture, international trade, and other economic problems and policies.

COURSE PREREQUISITE

None

TEXTBOOK

No text is required.

Technology Requirements for this course

The following tools will be used for this course. (Web site for downloads linked):

- Canvas: <http://ncta.unl.edu/canvas>
- Internet Access: preferably high speed
- **Microsoft Office**: Word and Excel
 - <https://products.office.com/en-us/word>
 - Word and Excel will be the only format accepted for assignments
- **Firefox, Chrome** servers preferred
 - <https://www.mozilla.org/en-US/firefox/>
 - <https://www.google.com/chrome/>
- **Adobe Reader**
 - <https://get.adobe.com/reader/>
- Adobe Flash Player
 - <https://get.adobe.com/flashplayer/>
- Skills
 - Ability to use a learning management system (LMS)
 - Use emails with attachment
 - Create and submit files in **Microsoft Word and Excel** (Make sure you are able to access these. Google docs will not be accepted)
 - Create and submit files in the required LMS

COURSE TOPIC OUTLINE

- Tools of the Trade: Graphing
- Lesson 1: Foundations of the Science of Economics
- Lesson 2: Choices & Consequences
- Lesson 3: Forces of a Market Economy
- Lesson 4: Economic Elasticity: Change and Response
- Lesson 5: When is *enough*...enough?
- Lesson 6: What if Markets Fail?
- Lesson 7: Supply Side: Costs of doing business
- Lesson 8: Market Structures & Pure Competition
- Lesson 9: Monopoly
- Lesson 10: Somewhere in between...Imperfect Markets
- Lesson 11: Government & Agriculture

ASSESSMENT

Academic assessment is the process for *ongoing improvement of student learning and success*.

The assessment program at NCTA has four specific interrelated purposes:

1. To improve student learning
2. To improve teaching strategies
3. To document successes and identify opportunities for improvement
4. To provide evidence for institutional effectiveness

Criteria for Assessment (Course Calendar with Due Dates at end of Syllabus:

- **Lesson Discussions and Activities**
- **Course Project – What Affects:** Students will complete a project applying the material to real world events. Instructions and guidelines will be provided on the front page of Canvas during the first week of class.
- **Course Project – Presentation:** The final component of this project is a power point presentation of the findings.
- **Tests:** four exams will be given.
 - All tests must be proctored by an approved proctor. Proctor forms will be posted on Canvas and must be received one week prior to the assessment.
 - Student verification must be provided to take each exam.

Course Breakdown

	Total Points	Percent of Total Points
Lesson Discussions and Activities	440	40.37%
Course Project – What Affects Prices	150	13.70
Course Project - Presentation	100	9.17
Tests	<u>400</u>	<u>36.76</u>
	<u>1090</u>	<u>100.00%</u>

Late assignments will not be accepted. Due dates and times are clearly listed on Canvas and the assignment.

Grading Scale

NCTA maintains a uniform grading scale which is provided below.

A+	100.0-100.0	4.0	B+	83.3 – 86.7	3.33	C+	73.3-76.3	2.33	D+	63.3-66.7	1.33
A	90.0-99.9	4.0	B	80.0-83.3	3.0	C	70.0-73.3	2.00	D	60.0-63.3	1.0
A-	86.7-90.0	3.67	B-	76.3-80.0	2.67	C-	66.7-70.0	1.67	F	00.0-60.0	0.00

- ★ Grades are not rounded up and a grading scale is not used. What you *earn* is what you receive.
- ★ Decimals are removed when the final grade is assigned. For example, 89.8% is recorded as 89%. So, yes, a 59.99% is an F.
- ★ The majority of grades will be posted on your gradebook in Canvas. However, the Canvas gradebook is not the official gradebook for this course. You will need to keep track of your activities and grades and calculate your grade from this. You are always welcome to visit with me concerning your current grade.

ATTENDANCE AND BEING ENGAGED WITH THE COURSE

This is a distance learning course. This means our means of our “meetings” will be remote. That doesn’t mean there can’t be engagement. Every effort will be made to be in contact with the students each day, Monday through Friday, either through a Zoom meeting or Canvas Announcements or Discussion Boards.

It will be the student’s responsibility to monitor the calendar of assignments found on the home page of Canvas. A Discussion Board for each chapter/lesson will be made available for questions or concerns students may have. Post it there. If one student has a question/concern there is a good chance that others are with you on it. Post it!!

ACADEMIC DISHONESTY POLICY

You are encouraged to work together on work assigned in this course. However, unless specifically identified that you can hand in one submission for your group, what you submit are expected to be in your own words. Rule of thumb: *if I can tell at a glance whom you worked with, then you have gone beyond the bounds of acceptable collaboration.* Students whose submissions are identical, or nearly identical, will be award an undroppable *negative* grade for the first time. For example, if the assignment is work 20 points you will receive a grade of *minus* 20. This grade cannot be considered your low grade to drop. Any subsequent violations will be considered a violation of the NCTA Plagiarism Policy.

As defined by the NCTA Plagiarism Policy there will be a “zero-tolerance” standard for plagiarism. Students are expected to have read the NCTA Student Code of Conduct and Plagiarism Policy and be familiar with the definition and consequences of engaging in plagiarism. This policy can be accessed at:

http://ncta.unl.edu/documents/Faculty_Staff_Resources/NCTA%20plagiarism%20policy%206.29.2016%20FINAL.pdf

COMMUNICATIONS

Every effort will be made to answer messages within 24 hours during the week unless otherwise notified. Over the weekend, or when not on campus, every effort will be made to respond within 48 hours. In addition, each Chapter/Lesson will have a Discussion Board thread for questions/concerns relevant to that chapter to share with the class.

An important skill necessary in today’s labor force is the ability to communicate orally and in a written format. This includes E-mail etiquette. A signature block is not required, however, a name identifying the sender is. Also, there must be information in the subject line summarizing the content of the message. If emails are received without information in the subject line or your name the email will be deposited into a file for unreadable emails and you will not receive a reply.

Typically, you should receive a reply from me within 48 hours during the week. Do not expect a reply from me over the weekend. If you do not, email me again, or let me know that you sent me a message. It is not uncommon for students’ emails to go to my “spam” file.

DISABILITY

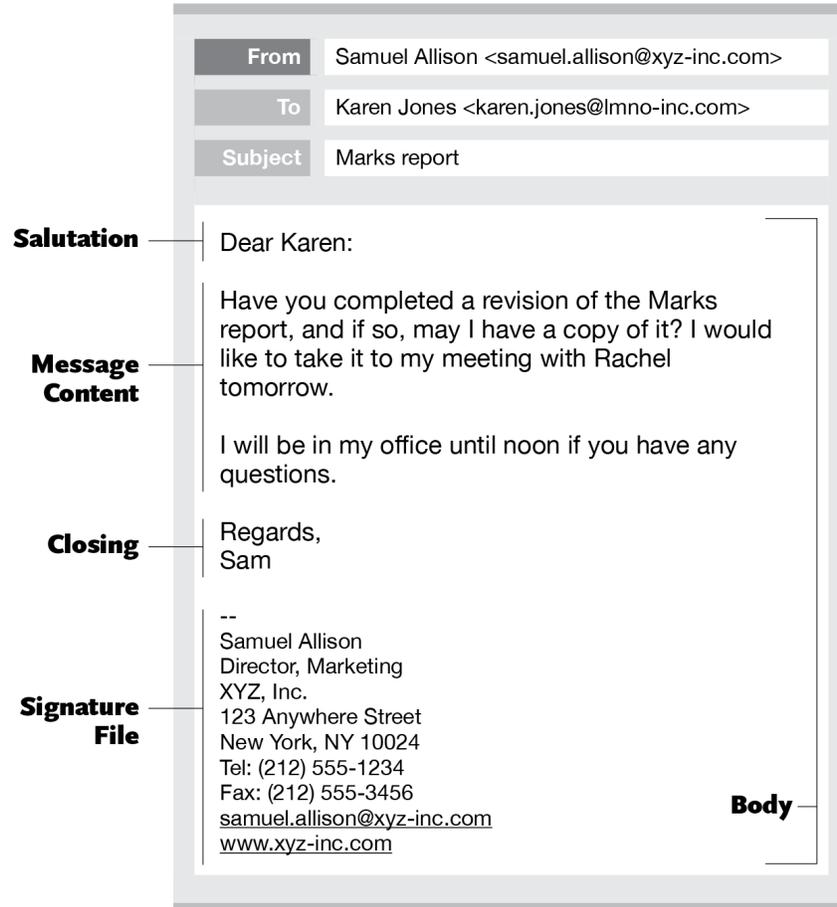
Students with disabilities are encouraged to contact Kevin Martin, ADA/504 Compliance Officer, 308-367-5217, Education Center Room 113E, for a confidential discussion of their individual needs for academic accommodation. It is the policy of the Nebraska College of Technical Agriculture to provide individualized accommodations to students with documented disabilities that may affect their ability to fully participate in course activities or to meet course requirements.

TITLE IX

Title IX is a Federal civil rights law that prohibits discrimination on the basis of sex or gender in all programs and activities. The Nebraska College of Technical Agriculture will not discriminate on grounds of race, color, sex, national origin, or any other factor prohibited by law in providing any educational or other benefits or services. For more information or to report a Title IX incident, please contact Jennifer McConville, Title IX Coordinator, 308-367-5259, Ag Hall Room 25.

Addendum to ECN 1203: Syllabus

Email Etiquette



E-mail issues have developed into a real problem with professionalism and viruses and spam. Sending an e-mail to an employer or instructor is different than sending e-mail to a friend. Also, today many viruses or worms can make reading your e-mail a challenge. For example today e-mails arrive from unknown persons on a regular basis.

Subject Lines

Another issue is time management. Often 20-30 unread messages will show up in the inbox at once so they must be prioritized.

- For these reasons, **every e-mail you send should contain a short, concise subject line**
 - For example, when emailing your instructor about a class include the class name in the subject line
 - *ECN1203: Microeconomics question*

Greetings/Salutation: Please remember that a real person will be reading your e-mail.

- Therefore, **you should put some type of greeting**, Dear Dr. Smith or just Dr. Smith, Ms. Rittenhouse or Mary.
 - In a professional email do not address a person simply using the last name.
 - *DO: Mary, I have a question about the assignment.*

- DON'T: *Rittenhouse, I have a question about the assignment.*

Greetings are optional but show excellent e-mail etiquette because it focuses on the reader.

Messages, on the other hand, may not be optional.

- In some corporate **cultures attaching a file does not require a message if the subject line reflects that that is the extent of the business of the email.**
 - For example: *Assignment XYZ attached. No reply required* in the subject line lets the person know the extent of the message.
 - If additional information is needed pertaining to the attachment a message is required.
- The message body should follow some important guidelines.
 - Be brief and direct using active voice if possible. Cover only one topic when writing, and avoid humor. Focus on your reader.
 - Also do not use text message short-cuts or “text-ese/abbreviations”

A **Closing/Signature** is not optional either.

- You should plan to sign your name at the end of the message.
- You may use just your first name or your first and last name, but this line replaces your handwritten signature in a letter.
 - *Do not assume* the reader can identify the sender by the email address. Include your first and last name.

A **signature file**, completely different from the signature, reflects information that is appended to every e-mail that you send.

- This information is not the signature.
- You do not rekey the information.
- You build the file in Lotus Notes and/or any other e-mail account you have and check a box that appends it to every message.
- Signature file example:

Mary Rittenhouse
 Assistant Professor
 AgBusiness Division Chair
 Nebraska College of Technical Agriculture
 404 E 7th Street #35C
 Curtis, NE 69025-9525
[Ncta.unl.edu](mailto:mrrittenhouse2@unl.edu)
 308.367.5275 | mrrittenhouse2@unl.edu

- Subject lines are not optional. They define the importance of your message for the recipient. For this reason your subject line should be brief, but descriptive.
- You never want someone to have to look up how to get in touch with you. Let people know through your signature file.

E-mails are not text-messages and can be used as legal documents. Readers tend to scan e-mail, at least at first, so have short sentences and paragraphs. Using bullets to enumerate your points is a good way to put in information. They are also not considered private so keep that in mind when composing your message.

Persons from the business world have visited with me about the unprofessional e-mails they receive from students and employees. When informally conversing with a friend, you can use

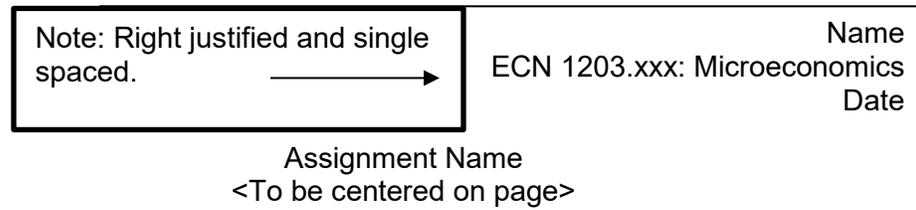
whatever type of structure you prefer. When sending e-mail in a professional environment, you should practice professional etiquette.

Additional information: *The Do's and Don'ts of Email Etiquette*.

Source: <https://www.entrepreneur.com/article/272780>

Formatting Assignments

1. It is important that the student's name, class and date be prominently displayed. In the upper right hand corner of the paper include the following.



2. **Unless noted on the assignment responses are to be computer generated documents.** Students are asked to keep the file handy in case a copy of it is requested, as will happen periodically.
3. Responses requiring graphs are to be computer generated, unless otherwise instructed.
4. The logical flow of the response should be apparent for potential partial credit. The instructor will not infer or assume a response. If answers are not clearly delineated, credit may not be given.
5. Number each response to identify the question. **Do not copy the question.** Simply put the number of the question/problem and your response. For example:
 1. C
 2. Behavioral
 3. Short essay response
6. **Number your pages using the following**, with appropriate changes.

Student's Name
Assignment Title
Page X of Y
7. Failure to observe these guidelines will result in a loss of points.

If you need help with this, let me know...BEFORE the assignment is submitted.