Northwest Indian college
ECON 202 Microeconomics
Monday/Wednesday 1:00 TO 3:15
Sac-2

TERM: FALL 2007
INSTRUCTOR: Elva Eisel
E-MAIL: eeisel@nwic.edu
OFFICE: FAC-214
OFFICE HOURS: Monday/Wed: 9:00-12:00/3:30-4:00
Tuesday/Thur: 3:00 – 4:00
Friday: 1:00 – 2:00

The content of this syllabus is subject to change at the Instructor’s discretion therefore regular class attendance is needed since changes will be announced in class.

COURSE DESCRIPTION

NWIC Catalog Course Description: Topics include organization and operation of the American economy, the basic problems of economics, the role of business, labor and government; theory of price and income distribution with particular application to the structure of American industry. (SS)

This course will cover the area of economics commonly defined as microeconomics which is concerned with the individual parts of the economy such as individual businesses or industries, individual consumers, and individual products. One of our goals is to study whether the economy uses our limited resources to obtain the maximum satisfaction possible for society.

☐ We will be using case studies and additional current event articles to articulate how microeconomics applies to everyday life events and situations.
☐ You will be responsible for attending at least one Ventures monthly meeting, as well as, one General Council meeting monthly.

COURSE OUTCOMES:

After taking this course, the students should acquire the following knowledge:

☐ An understanding of economic concepts and terminology used in news media, national debates over issues, and daily conversation.
☐ A knowledge of the working of different economic systems in the world and will be able to understand and appreciate our capitalist economics system.
☐ An understanding of the functioning of market forces, i.e. demand and supply in competitive market system.
☐ Reasoning, evaluating, and discussing the national and international economic issues in and out of the classroom.
☐ Recognize the principles of economics learned during the course and how they apply in the real world. Having the ability to apply them to their own life.

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NWIC OUTCOMES:

Reading skills: Students will be able to...
   a. extend their own vocabulary through reading.
Written communication skills: Students will be able to...
   a. write in a variety of text forms using various credible sources.
Computer skills: Students will be able to...
   a. use spreadsheet software for communication, computation and graphic data representation.

RESOURCES:
Northwest Business Monthly: www.nwbusinessmonthly.com
Indian Country Today: http://www.indiancountry.com/index.cfm
Political Economy and Social Change: http://academic.evergreen.edu/curricular/pesc/PESC-Resources.htm
The Bellingham Herald: http://www.bellinghamherald.com/
The Lummi Library: http://www.nwic.edu/nwic/lummilibr/index.html

MAKE-UP POLICY

Exams:
Students will be allowed to take an exam at a time other than the scheduled class period only IF:
1. the instructor is notified BEFORE the scheduled exam time AND
2. the student has a very good reason to miss the exam at the scheduled time.

Quizzes:
Since only four of the five quizzes will be included in the final point total, there should be little need to take a quiz at a time other than the scheduled class time.

Papers

Papers must be turned in by the due date to earn the chance to be re-written. Papers turned in late cannot be re-written. Please note that papers are either graded as an "A" or an "F", so the chance to re-write the paper is important. A final due date for all papers and re-writes will be announced in class. For more information see papers
Papers that are submitted by the due date can be rewritten as many times as necessary until the student is satisfied with the grade received. Students are warned that these papers, worth 10 points, can only receive scores of 0, 3, or 10. In other words, students receive either an F or an A. Therefore it is important to finish the papers by the due date so that they can be rewritten.

General Instructions

ALL PAPERS MUST:

- be typed
- be double spaced
- include paper title and number
- include student's name and CLASS MEETING TIME
- have no cover page or plastic covers, etc.
- be stapled in the upper left-hand corner
- if they include graphs, the graphs must be discussed IN THE PAPER
- tell the reader when to refer to the graph
- be more than one paragraph
- have ALL previous drafts handed in with re-write.

HOW TO PASS ECONOMICS

This is a difficult course! There is an old rule of thumb concerning studying for college courses: on average students should study TWO hours for every ONE hour of class. This is an average, which means some courses require more study time and some less. You may find that economics requires MORE.

The following suggestions should help you learn economics:

1. Passive reading of the textbook is not very helpful. Read with a pen in your hand and a notebook on which to list, repeat, copy, calculate, etc. ALSO, pay close attention to the TABLES and GRAPHS. THEY ARE IMPORTANT.

2. Attend class. Your instructor will review the material from the textbook, add additional material, and answer questions. Come to class with your questions and problems. While in class TAKE NOTES and lots of them! We will go fast. If you want something repeated, ASK.

3. Do problems from the textbook and Study Guide that you are responsible for in each unit. DO THEM ALL. If you can't do these problems you will do poorly on the quizzes and exams.
When doing the multiple choice questions in the Study Guide, it is suggested that you do NOT circle the answers in the book. Rather, write the letter of the answer that you selected on a separate sheet of paper. There are two reasons for doing this: (1) it is easier to grade them since all answers are listed together at the end of the Study Guide chapters, and (2) by not writing in the study guide you can go over the questions again and again without having the correct (or incorrect) answers already marked.

4. See the instructor for assistance. This should be done EARLY in the semester. The Tutoring Center also offers help.

5. Keep up. It is easy to get behind. To get a good grade you will have to devote a significant amount of out of class time to studying economics. If you get behind there simply will not be enough time.

6. Try to APPLY the concepts learned in class to the "real world" including issues in the news and aspects of your personal life.

**NOTE: This outline may be changed! Regular class attendance is needed since changes will be announced in class.**

**What is Service-Learning?**

Service learning is curriculum-based volunteer work that serves the greater community as well as reinforces the course material.

Service Learning is a combination of volunteer work with your community service and classroom instruction, with a focus on critical, reflective thinking as well as personal and civic responsibility.

- Service learning experiences foster civic responsibility, and develop informed citizens who participate in their communities after graduation in personally and professionally relevant ways.
- Service learning facilitates an appreciation for the interconnectedness of individuals, the communities in which they live, and the resources required to sustain both.
- A KEY ingredient of Service Learning is the chance to apply what you are learning in the classroom to real life situations.
- To receive a grade for your service learning activity, you are to carefully document your time, fill out a service agreement and verification form, and write a reflection paper.
- HALF OF YOUR GRADE will be based on the completion and documentation of 10 service learning hours.
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- HALF OF YOUR GRADE will be based on your reflection paper. EACH of you has to write an individual reflection paper
- I know that the unexpected happens. Honest and open communication (that can be supported with evidence and/or a doctor’s note) is encouraged. Please notice: Taking your daughter to the doctor is an emergency; taking your cat (i.e., pet, etc) to the vet is a decision you make. You getting hit by a car is an emergency; getting married the day of the final exam is a decision you make. YOUR NOT PLANNING ON ADVANCE TO COMPLETE YOUR SERVICE LEARNING REQUIREMENT is not an emergency.

Service Learning Projects:

For Micro-economics (ECON-202) your service learning project will be to attend the monthly Ventures Community Update Meetings (October, November and December). You will be required to include your reflections about these meetings in your final reflection paper. I encourage you to attend these meetings regardless of your other volunteer hours. (These meetings are a lot of fun, there are give-a-ways and the food is awesome!)

You can choose between the following two options for your 10 hours of volunteer work:

1. You will also be required to participate in a gift giving program that Ventures is planning for November and December. More details on this to follow.
2. You can also choose to attend and assist with an upcoming workshop on “Budgeting for the Fishers.” This is scheduled for **Saturday 10/20/07 from 9:00 to 4:00** at the Ventures offices. There are two additional opportunities to volunteer on the following week on **10/25/07 from 4:30 to 6:30 and 10/26/07 from 4:30 to 6:30**. If you choose to attend and volunteer your services for this workshop your 10 hours for Service Learning will be met. The specific duties and responsibilities during these 10 yours will be discussed prior to the actual workshop, so show up at 8:30 to receive your assignments.

Reflection on what you learned:

Whatever the topic of your learning, consider what this new learning means to you and what implications it has. For example, you could consider questions such as:

*Did what you learned confirm what you had previously expected or was it a surprise? (Compare with any relevant readings; look for confirmation or contrasts).
*Did this learning raise new questions for you? What are they? What might need further exploration?*
*What implications does this have for social policy?*
*What implications does this learning have for you personally or your future pursuits?*

In writing about your service learning project, the goal is to briefly describe what you did and then to describe what you learned from this activity. I would expect that your learning will relate in some way to the goals of the class (though there may be rare circumstances in which the major learning is of another sort.)

1. **Description of what you did:**

   Consider including information on topics such as these:

   1. Where were you working? Describe the organization and the part of it you were most associated with.
   2. Why did you choose this organization? Does it have a particular appeal to you, or do you see its approach as particularly compelling for some reason?
   3. What type of population is served by this setting?
   4. What did you expect to do when you decided to go to this organization? Did the plan for your activities change when you were actually there?
   5. Who did you work with? Clients? Other volunteers? Staff?

2. **What did you learn?**

   You can think of this work and learning as similar to a small pilot research project. While you will have a limited amount of "data" to draw conclusions from, go ahead and suggest what you have learned even from this limited information. Often in these initial insights and hunches are the seeds for ideas which could be pursued later and which may prove to be important.

**Grades will be distributed as follows:**

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<th>Grade</th>
<th>Score Range</th>
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<td>94 -100</td>
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<tr>
<td>B+</td>
<td>87 -89</td>
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<td>C+</td>
<td>77 -79</td>
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<td>D+</td>
<td>67 -69</td>
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<td>A-</td>
<td>93 -90</td>
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<td>B</td>
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