

**SOUTHWESTERN OK STATE UNIVERSITY  
GENERAL EDUCATION ASSESSMENT**

**Jieun Chang**  
**Semester: Fall2016**  
**Campus: Weatherford**  
**Course: ECONO 2363 Intro. to Microeconomics**

**Choose at least one goal from Goals 1-4 and select one or more sub-goal criteria to assess from the Goal(s) you have chosen.**

**GOAL 2 Demonstrate competency in scientific and quantitative reasoning.**

**Goal 2a** Apply quantitative concepts, principles, and symbols and draw meaningful conclusions from mathematical or statistical analysis.

**Goal 2b** Learn and apply basic laws, methodologies, and concepts of science to solve issues encountered by society.

**GOAL 3 Demonstrate competency in communication and computer literacy.**

**Goal 3b** Analyze the relationship of important historical movements in the arts and humanities and compare the similarities in those movements across the various arts and humanities.

**Goal 3c** Compare and analyze meanings associated with human culture and their significance in social development.

**GOAL 4 Demonstrate social and cultural competency in the study of social groups, social issues, cultures, institutions, and globalization.**

**Goal 4b** Apply social/cultural theories and perspectives to past and present societies and the impact on real life circumstances.

**Goal 4c** Analyze the benefits and challenges of international interaction and strategies to enhance global integration.

**Choose a minimum of two of the 5Cs from Goal five to assess.**

**GOAL 5 Demonstrate achievement of intellectual and professional aptitudes.**

**Goal 5a** Critical Thinking: Construct a systematic investigation of content, theories, and practices and evaluate the application and effects to real life settings.

**Goal 5c** Collaboration: Collectively engage in group activities and contribute information and resources to accomplish group goals.

**Assessment Measures: What measure(s) were used to assess the sub-goals that you selected?**

Objective exams (multiple choice, true/false, matching items)  
Essay exams / discussion questions  
Quizzes  
Quantitative problems  
Oral reports, presentations, speeches

**Please describe in detail the assessment measure(s) that you used for each sub-goal criteria assessed.**

**GOAL 2 Demonstrate competency in scientific and quantitative reasoning.**

**Goal 2a** Exams and quizzes; discussion questions; quantitative problems

**Goal 2b** Exams and quizzes; discussion questions

**GOAL 3 Demonstrate competency in communication and computer literacy.**

**Goal 3b** Exams and quizzes ; discussion questions

**Goal 3c** Exams and quizzes; discussion questions

**GOAL 4 Demonstrate social and cultural competency in the study of social groups, social issues, cultures, institutions, and globalization.**

**Goal 4b** Exams and quizzes; quantitative problems; discussion questions

**Goal 4c** Exams and quizzes ;discussion questions; speeches

**GOAL 5 Demonstrate achievement of intellectual and professional aptitudes.**

**Goal 5a** Exams and quizzes ; discussion questions; speeches

**Goal 5c** Exams and quizzes; discussion questions; speeches

**Number of sections included in this report:**

1

**Number of faculty participating in assessment analysis:**

1

**Number of students assessed (total sample size):**

53

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Criterion for Success: Expected criterion of student achievement for each sub-goal criterion assessed.

	95% or more students achieved 70% or higher on the Gen. Ed. learning goal as demonstrated by the assessment measure(s).	85% or more students achieved 70% or higher on the Gen. Ed. learning goal as demonstrated by the assessment measure(s).	75% or more students achieved 70% or higher on the Gen. Ed. Learning goal as demonstrated by the assessment measure(s).	Other:	Was the Criterion for Success met?
<b>GOAL 2</b>					
Goal 2a		yes			Yes
Goal 2b		yes			Yes
<b>GOAL 3</b>					
Goal 3b		yes			Yes
Goal 3c		yes			Yes
<b>GOAL 4</b>					
Goal 4b			yes		Yes
Goal 4c			yes		Yes
<b>GOAL 5</b>					
Goal 5a			yes		Yes
Goal 5c			yes		Yes

If Other, please describe the criterion(s) for success, and indicate which sub-goal(s) each applies to:  
NV

Briefly describe in detail the strengths and weakness of student learning from each sub-goal assessed.

**GOAL 2**

Goal 2a strength(s): deep learning, weakness(w): time constraint  
Goal 2b s: deep learning, w: time constraint

**GOAL 3**

Goal 3b s: deep learning, w: time constraint  
Goal 3c s: deep learning, w: time constraint

**GOAL 4**

Goal 4b s: deep learning, w: time constraint  
Goal 4c s: deep learning, w: time constraint

**GOAL 5**

Goal 5a s: deep learning, w: time constraint  
Goal 5c s: deep learning, w: time constraint

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**Jieun**                      **Chang**  
**Semester:**                **Fall2016**  
**Campus:**                **Weatherford**  
**Course:**                  **ECONO 2363 Intro. to Microeconomics**

<b>Did you use a rubric?</b>	Yes
<b>Did you use the Gen. Ed. Syllabus template?</b>	Yes
<b>Is this Gen. Ed. course part of the Honors Program?</b>	Yes
<b>Is this a Three Pillars course?</b>	Yes
<b>Have you completed the course transformation method?</b>	Yes
<b>Was the newly designed course implemented?</b>	No

**Which High Impact Practices are being utilized, if any?**

LEARNING COMMUNITY: Student(s) participating in a learning community or some other formal program where groups of students take two or more classes together.

**Did you assess the High Impact Practice(s)?**

LEARNING COMMUNITY

Yes

**Based on the present report, please describe in detail any assessment, instructional, and/or curriculum changes you plan to make to improve student learning, and how these changes will advance student learning.**

student group research activity will be encouraged. more visual applications (movies relating to economics topics) will be used

**Based on the results from the previous student learning assessment report, please describe student learning improvements. If not learning improvements have occurred, please provide a brief explanation of why.**

this is my first time to assess student learning in this course

**Submitted:**              2017/04/04 17:48:38

### Summary of Points and Grading Scale

Activity	Total Points Possible
Four midterms (Three highest scores)	300
Comprehensive Final Exam	100
Graded Homework (Ten highest scores)	100
Maximum points possible	500

### Grading Scale

As described above, there are 500 points to earn this semester. Grades will be determined by following accumulation of points. For example, to pass the course, you need to earn 55% of the total possible points; to earn a C, you need to earn at least 64% of the total possible points, etc.

Points earned	Grade	Percentage score
440 - 500	A	88 - 100
380 - 439	B	76 - 87
320 - 379	C	64 - 75
275 - 319	D	55 - 63
Below 275	F	Below 55

**ECONOMICS 2363**  
**INTRODUCTION TO MICROECONOMICS**  
**Fall 2016 Course Syllabus**  
**Section 4003**

Instructor: Dr. Jieun Chang  
Office: 104E Science Bldg.  
Phone: 580-774-3153  
Email: [jieun.chang@swosu.edu](mailto:jieun.chang@swosu.edu)  
(E-mail is the best way to reach me. If you do not receive my reply within 48 hours, please resend your message.)  
Course website: <https://swosu.instructure.com>

**Class Hours**

Section 4003: 9:00 – 9:50 a.m., MWF  
Location: 208 Science

**Office Hours**

Monday, Wednesday, Friday	8:15 a.m. – 8:45 a.m.	1:00 p.m. – 2:30 p.m.
Tuesday	9:00 a.m. – 11:30 a.m.	1:00 p.m. – 2:30 p.m.

**Textbook**

Principles of Microeconomics, 7<sup>th</sup> Edition. N. Gregory Mankiw CENGAGE Learning.

**Course Objectives:**

This course includes an introduction to the nature and methods of microeconomics. By the end of this semester, students should be able to:

- LO1. Use economic reasoning to assess individual and public choices concerning scarce resources.
- LO2. Analyze and apply the mechanics of demand and supply for individual, firms and the market.
- LO3. Apply the concept of elasticity as a measure of responsiveness to various variables.
- LO4. Identify characteristic differences between market structures.
- LO5. Illustrate arguments and interpret data using basic calculations and graphs.

Students will also have the skills needed to:

- S1. Communicate effectively: Write messages and documents that are clear, concise, and compelling
- S2. Solve problems, including unstructured problems, related to business and economics.
- S3. Use effective teamwork and collaboration skills
- S4. Learn reasoning, inquiry, and problem-solving and critical thinking skills. You are able to express economic relationships to predict the consequences of changes in relevant variables.
- S5. Understand and apply analytical and disciplinary concepts and methods related to business and economics, International Environment of economics.

## General Education Goals

At the conclusion of this course, students in this class will learn or practice the following General Education Goals.

Students in this lass will learn or practice the following General Education Goals	
<b>Pillar I: Deep learning</b>	
Goal three – Demonstrate competency in aesthetic, technical, symbolic, and historic effects of the fine arts, history, and humanities:	
	3b. Analyze the relationship of important historical movements in the arts and humanities and compare the similarities in those movements across the various arts and humanities (S2).
	3c. Compare and analyze meanings associated with human culture and their significance in social development (S4).
<b>Pillar II: Intellectual development</b>	
Goal two – Demonstrate competency in scientific and quantitative reasoning:	
	2a. Apply quantitative concepts, principles, and symbols and draw meaningful conclusions from mathematical or statistical analysis (S4)
	2b. Learn and apply basic laws, methodologies, and concepts of science to solve issues encountered by society (S2).
Goal Five- Demonstrate achievement of intellectual and professional aptitudes	
	5a Critical Thinking: Construct a systematic investigation of content, theories, and practices and evaluate the application and effects to real life settings (S4).
	5c Collaboration: Collectively engage in group activities and contribute information and resources to accomplish group goals (S3).
<b>Pillar III: Professional skills</b>	
Goal Four-Demonstrate social and cultural competency in the study of social groups, social issues, cultures, institutions, and globalization	
	4b Apply social/cultural theories and perspectives to past and present societies and the impact on real life circumstances (S4)
	4c Analyze the benefits and challenges of international interaction and strategies to enhance global integration (S5).

## Grading System

### Summary of Points and Grading Scale

Activity	Total Points Possible
Four midterms (Three highest scores)	300
Comprehensive Final Exam	100
Graded Homework (Ten highest scores)	100
Maximum points possible	500

## Grading Scale

As described above, there are 500 points to earn this semester. Grades will be determined by following accumulation of points. For example, to pass the course, you need to earn 55% of the total possible points; to earn a C, you need to earn at least 64% of the total possible points, etc.

Points earned	Grade	Percentage score
440 - 500	A	88 - 100
380 - 439	B	76 - 87
320 - 379	C	64 - 75
275 - 319	D	55 - 63
Below 275	F	Below 55

**Note:** If you have any questions about your grade, you must see me during my office hours. Grade cannot be discussed in e-mail or in the classroom in any circumstance. I neither go over nor discuss your overall grade from 8:00 a.m. on December 6 to 5 p.m. on December 16. During this period of time, you can still ask questions about your *scores in quiz 10, exam 4 and final exam that you have already earned*, but we do not discuss your overall course grade.

## Grading Rubrics

Quizzes and exams consist of multiple choice questions. Students can earn points for correct answers.

## Assignments Descriptions

### Exams

- There will be five exams: four mid-term exams and one final exam. Final exam schedule will be posted online. Each exam counts 100 total points in the final grade computations. The lowest exam will be dropped. **ANY STUDENT WHO CHEAT OR ATTEMPT TO CHEAT WILL BE ADMINISTRATIVELY DROPPED FROM THE COURSE!!**
- Exams will include multiple choice questions and require a #2 pencil and an eraser. Calculators may be used. **Cellphones or any calculator capable of storing information (e.g., graphing calculator Texas Instruments TI-83)** are not used as calculators. During tests, a pencil, an eraser, and calculators are not shared.
- You are not allowed to take exams in another section. If you attempt to do this without my permission, you will be administratively dropped from this course.
- **Late policy on exam days:**  
10 points of the exam will be automatically deducted for students arriving 10 minutes (or more).
- Final exam date is scheduled during the week of finals. Please do not purchase plane ticket, schedule your vacation or internship, etc. until you have checked your final exam schedule. For example, if you bought a plane ticket (for non-academic events) on or after August 24<sup>th</sup>, there will be no make-up final exam.

### Make-up Exam

- Make-up exams must be made **PRIOR TO** any scheduled exams. No make-up exams will be given after any scheduled exams under any circumstances.
- Make-up exams will only be given if you have valid excuses and prior arrangement with me. **Arrangements are made only in my office during my OFFICE HOURS at least 72 HOURS (THREE BUSINESS DAYS) PRIOR to the exam date.** (e.g., If you have a valid excuse for your



exam at 10 am on Tuesday, August 25, your make-up exam schedule must be arranged before 10am on Thursday, August 20)

- Arrangements cannot be made by e-mail or phone. No arrangement can be made after the exam.
- To be eligible for taking a make-up exam, you must present **one of the following document:** doctor's notes (which do not include pre-scheduled doctor's appointments), court documents, police reports, or obituaries.
- In the case of University excused absences on exam days, you must make arrangements for a make-up exam at least **72 HOURS (THREE BUSINESS DAYS) PRIOR to the exam date and present the yellow card DURING MY OFFICE HOURS.**
- Examples of *invalid excuses for exams* are illness, day care problems, oversleeping, forgetting, travel, and family event other than funeral etc..
- In the case of an emergency on an exam day, you must contact the instructor as the soonest possible time.
- **Pre-scheduled doctor's appointments are not excusable on exam days** (please do not schedule your appointments of any type during the class time).

### Quizzes

Students should expect 10 online quizzes that will have a value of 10 points each. The two lowest quiz scores will be dropped. Quizzes will be available in CANVAS. Quiz schedules and instructions will be announced in the classroom. **There will be NO MAKE-UP quizzes in any circumstance.** Online quizzes are due on the due date, regardless of illness or absences, so plan ahead.

### Tips for Success

- Study the book, lecture notes and handouts
- Take notes in addition to the materials presented in the powerpoint slides
- Take all exams and quizzes as scheduled
- Ask questions when they are not sure or do not understand.
- Check class e-mails and CANVAS in a timely fashion.

### Attendance Policy

- Students are expected to regularly attend all class sessions in which they are enrolled. Class participation and attendance are considered an indicator of responsible academic progress. Students are expected to be *on time* for class. Accurate records of course attendance will be maintained on each student. Students are allowed 5 unexcused absences. **Each absence after those 5 absences will result in a 1 point per absence deduction from your total point accumulation for the course.**
- School related absences do not count against you, as long as you provide documentation such as yellow card.
- Excused absences for attendance are military service requirements, family emergencies (death, wedding, sick child), or major medical crisis (this includes hospital stay, minor illness which do not result in a doctor's visit, etc.). All excused absences **MUST** be documented and signed by appropriate person. An e-mail saying you are sick etc. is not documentation. Please do not send any e-mail for excused absences for attendance.
- If you arrive after class begins, it distracts the class. **Arriving 10 minutes or more after class begins will be equal to 1 unexcused absence.** If you arrive after class begins, please find your seat as *quietly* as possible.
- **Leaving class early without prior arrangement with me will be equal to 1 unexcused absence.**

- If you missed class and need assistance with notes, visit my office during my office hours to pick up any handout. I neither e-mail nor share my notes.

### **Classroom Rules of Conduct**

- A good learning environment requires that we treat each other with respect and consideration. There are at least 60 people in the class and most of them have paid their hard earned money to take their course and receive a college education. Please be courteous and do not make any distractions. For example, do not get up and leave class at any time.
- If you have to leave early, please tell me in advance.
- A student may be asked to leave the class or be dropped from the course for behavior that could be considered “inappropriate” by the instructor (e.g., inappropriate language, texting, eating, reading the newspaper, sleeping in class, working on other projects during this class, or leaving class early etc.).
- Students using laptops and tablets must take a seat in the first row.
- No earphones/headphones will be worn in class.
- Please inform the instructor if you have a handicap or disability, ASAP.
- **No Cellphones!**  
**Do not leave your cellphone on the desk in the classroom.**  
Cellphones are not allowed in class, so turn them off and leave them in your bag. Anyone with a phone out in exam days will receive an automatic zero for that exam.  
If you leave your phone out or your cellphone makes any noise during the class, **10 POINTS** will be deducted from your total point accumulation. Students leaving cellphones out or using cellphones will be asked to leave.
- If you have something you need to discuss with me, please come see me in my office. Many of you wait until after class to visit about something that really should be discussed at a different time and place (e.g., grades, make-up exams and attendance).
- There will be a seating chart for this class. Find the best seat for yourself and take the same seat in this class this semester.

### **Tips for Success**

- Study the book, lecture notes and handouts
- Attend class
- Take notes in addition to the materials presented in the powerpoint slides
- Take all exams and quizzes as scheduled
- Ask questions when they are not sure or do not understand.
- Find your own study group
- Check class e-mails and CANVAS in a timely fashion.

### **Academic Integrity**

Academic dishonesty will result in no credit given for the particular quiz or exam, etc. The instructor also reserves the right to drop a student from the class for any act that may be labeled “academically dishonest” or “inappropriate” by the instructor. Examples: having someone else do your work, copying someone else’s work, plagiarism, sleeping, cursing, text messaging and being disrespectful to others. Disrespect to others includes talking while the instructor is lecturing or other students are giving presentations, this will not be tolerated.

### **Disability Assistance**

Any student with a disability that may prevent him/her from fully demonstrating his/her abilities in this course should contact the Dean of Students, as soon as possible to discuss accommodations or other assistance to facilitate your educational opportunities.

**TENTATIVE COURSE OUTLINE**  
**Section 4007 (9:30 – 10:45 a.m. TR)**  
 (Topics and dates are subject to change)

Week			Chapter	Activities	Exams and Quizzes
One	Aug	25, 27	1, 2	<i>Groupwork:</i> review questions on ten principles of economics <i>Individual work</i> review questions on production possibility curves	
Two	Sep	1, 3	3	<i>Groupwork</i> review questions on absolute advantage and comparative advantage	Quiz 1 due on Fri, Sep 4
Three		8, 10	4	Video on supply and demand <i>Individual work and Groupwork:</i> Article analysis in group discussions “Why the oil price is falling” The Economist Dec 8th 2014	Quiz 2 due on Fri, Sep 11
Four		15, 17			<b>Exam I (Ch. 1 – 4):</b> Thu, Sep 17
Five		22, 24	6, 5	<i>Groupwork:</i> review questions on market equilibrium and price controls	Quiz 3 due on Fri, Sep 25
Six	Oct	29, 1	5, 7	<i>Groupwork:</i> review questions on elasticity	Quiz 4 due on Fri, Oct 2
Seven		6, 8	8	<i>Groupwork:</i> review questions on tax	
Eight		13			<b>Exam II (Ch. 5 – 8) –</b> <b>Tue, Oct 13</b> <i>Oct 15 - Fall Break</i>
Nine		20, 22	10	Video on policies on pollution permit <i>Groupwork:</i> review questions on externalities <i>Individual exercises and groupwork</i> Article analysis on pollution trading permit on “Distributing pollution rights in cap-and-trade programs” by Fowlie and Perloff (Review of Economics Statistics 2013) (note: the instructor provides summary notes and explanations about the article)	Quiz 5 due on Fri, Oct 23

				classroom discussion about compliance/ noncompliance of the policy.	
Ten		27, 29	11	<i>Groupwork</i> review questions on public goods and common resources	Quiz 6 due on Fri, Oct 30
Eleven	Nov	3, 5	13	<i>Individual exercise</i> review questions on cost curves	Quiz 7 due on Fri, Nov 6
Twelve		10, 12	14	<i>Groupwork</i> review questions on competitive markets	<b>Exam III (Ch. 10, 11, 13, 14) – Thu, Nov 12</b>
Thirteen		17, 19	15	<i>Groupwork</i> review questions on monopoly	Quiz 8 due on Fri, Nov 20
Fourteen		24	16		<i>Nov 26 – Thanksgiving vacation</i>
Fifteen	Dec	1, 3	17		Quiz 9 due on <b>Tue, Dec 1</b> Quiz 10 due on <b>Tue, Dec 1</b>
Sixteen		8, 10	18		<b>Exam IV (Ch. 14, 15, 16, 17) – Tue, Dec 8</b>
					<b>Final Exam (comprehensive)</b>  <b>Final Exam:</b> <b>10:30 a.m. – 12:20 p.m.</b> <b>Thursday, December 17 in 208 Science</b>