

as the student user guide and self-training videos.

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Course Lecture Guideline on my website (look for "All the Handouts: Printable"). This is what I tend to follow in the day-to-day lectures on the overhead

3) Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, it is unlikely that this will be a problem, since I do not take attendance in any event. Should we be voting for a test date that conflicts with religious observances, point this out to me and that date will be eliminated from consideration. See full details at http://www.colorado.edu/policies/fac_relig.html

4) Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to such behavioral standards may be subject to discipline. Faculty have the professional responsibility to treat all students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which they and their students express opinions. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at: <http://www.colorado.edu/policies/classbehavior.html> and at http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code

5) All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-725-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at <http://www.colorado.edu/policies/honor.html> and at <http://www.colorado.edu/academics/honorcode/>

Grading:

I have an unusual and complicated (but extremely fair!) grading system. There will be two midterms and a

person's exam (the equivalent of 1.75 questions). Hence, doing well on a difficult exam, say getting a 96 (missing one question) when the median was 68 (missing 8 questions) enables you to get over 100 points, in this example receiving a 103. Should the median for an exam be above 75, I do *not* subtract (such an outcome indicates either that you are part of an unusually smart or studious class or--more likely?--that I made the test too easy, hence it is my problem). After these adjustment points are added, I will calculate your course test grades as the largest number arising from the following alternative calculated scores:

"Score 1": $.25(\text{1st Mid Grade}) + .25(\text{2nd Mid Grade}) + .3(\text{Final Grade}) + .2(\text{Recitation Grade})$

"Score 2": $.3(\text{2nd Mid Grade}) + .5(\text{Final Grade}) + .2(\text{Recitation Grade})$

"Score 3": $.3(\text{1st Mid Grade}) + .5(\text{Final Grade}) + .2(\text{Recitation Grade})$

Hence, if you "mess up" (or miss) either of the midterm exams--but not both--that test will automatically be dropped; the comprehensive final is weighted more heavily in this case. **There will be no early midterm exams or make-up midterm exams**, since they are difficult to make comparable and this system does not penalize you for missing one exam in any event. Should you miss an exam, come to my office (or acquire a copy from your TA) to get a copy of it and take it under "test conditions," later comparing your answers with those posted on the web (you will know in this way how you would have done, aiding in your study for the final). I will post the answers to midterm exams promptly after giving them; you will retain each of the midterm test booklets hence can immediately know how well you did (this assumes that your bubbled in scantron is consistent with your circled answers on the test booklet!). *Bring a #2 pencil with you to exams!*

The University of Colorado does not allow me to award even the best of you with an "A+," hence there is (unfortunately) little incentive to *really* little incentive to

I view attendance at both my lectures and the recitation sections as highly desirable. I do not take attendance in the lectures, and each TA can arrive at their grades in whatever manner they choose (likely some mix of attendance and MindTap scores). Hence we come to the final grade determination:

Highest Average "Score"

> than or = to 98 average on the 2 midterms = A and exempt from final

100-92 = A

90-92 = A-

88-90 = B+

82-88 = B

80-82 = B-

Etc.

**(NOTE: THE PRECEDING COMPLETELY DETERMINES YOUR GRADE--
THERE IS
NO "EXTRA CREDIT," ETC.)**

Brief Course Outline and Reading Assignments (not a substitute for class notes--see the web for guidance and read your book--it is really quite a fun book!).

A CHECKLIST OF HOW TO DO WELL IN THIS (or any) COURSE:

1) How much time do you invest in this course? [The average student who does not naturally take to economics but still gets a grade of B or better spends nine hours *outside* of the classroom].

2) Do you come to class? [This is more valuable than is the case for some courses...anecdotes make the material more understandable].

3) Do you come prepared? [Stay current. If you are studying Chapter 3 when the lecture is on Chapter 6, it will harm your performance. While not needing perfection, do the best you can to have read the material being covered in lecture].

4) When do you study for this class? [Break up your study time, to keep it fresh. Don't study when you are tired].

5) How do you study? [Study by doing. Work problems, like in physics, chemistry, or engineering. Go back and forth between problems, examples, and text. Aplia will help on this].

Positive and normative economics (benefits and costs and their distribution). Efficiency (Pareto, Kaldar) and equity. Why economists disagree (theory, estimates, and values). The gains from trade and *comparative* advantage. Introductory illustrations: Determinants of the number of children to have, minimum wages, progressive income taxation, international trade. Graphs: production possibility frontier and circular flow. Philosophical issues (What is "value?").

(first midterm--after this material--the date will be voted on in class, with an eye to "optimizing" the date selected)

VI. PRODUCER CHOICE AND SUPPLY