



PRINCIPLES OF MICROECONOMICS

ECON 2302-01

SYLLABUS - SPRING 2026

SUSAN DOTY

- Distinguished Teaching Professor
- Distinguished Senior Lecturer
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CONTACT

- Canvas Messenger during semester
- Email before or after semester at sdoty@uttyler.edu
- Office Hours in CAS #141 on T/Th from 9:15am - 10:45am
- Additional Classroom Office Hours in Brookshires Hall #136 on MWF from 8:00am - 9:00am

CLASS MEETINGS

- Brookshires Hall #136
- MWF 9:05-10:00am
- In-person classes
- Team-based learning
- Canvas supplemented

IMPORTANT DATES

- Monday, 1/12 - 1st day of class
- Monday, 1/19 - MLK holiday
- Friday, 1/23 - all QuickStart due
- Wednesday, 1/28 - Guest Speaker
- Fridays, 1/30 - 2/27 - Weekly CPA due
- Wednesday, 3/4 - Unit Test One
- Friday, 3/6 - Unit One Project due
- Monday - Friday, 3/9 - 3/13 - Break
- Fridays, 3/20 - 4/17 - Weekly CPA due
- Friday, 3/27 - No Class - Econ Games
- Wednesday, 4/22 - Unit Test Two
- Friday, 4/24 - Unit Two Project due
- Monday, 4/27 - Final Exam
- Tuesday, 5/4 - Course grades available

GRADING POLICY

- All work submitted properly on-time
- Points-based class
- Optional 100 QuickStart buffer points
- Required 1,000 points of coursework
- Built-in missed class make-ups only
- Built-in unit test make-up only
- Choice in earning weekly CPA points
- A=>900, B=800-899, C=700-799, D=600-699, F=<600 points



COURSE OVERVIEW

The course description in the UT Tyler catalog reads, "The course covers the scope and methodology of microeconomics. It explores economic principles to describe consumer and business firm behavior and the processes of price determination and resource allocation. It applies economic tools to select problems in competition, international trade and taxation." I call this course *Dotynamics Micro* because while we cover all of these topics, we do it my way!



REQUIRED COURSE MATERIALS

Content Requirements: McGraw-Hill Course Connect based on the Asarta/Butters Principles of Economics text. You have two options. The first is to buy the access card from the university bookstore and the second is to purchase directly from the publisher from our Canvas course link. Be sure to compare prices. Regardless, purchase ONLY the Course Connect access. Do NOT purchase a hard copy text book or any other supplemental materials. Purchase one semester access if this is the only Principles of Economics course you plan to take. Purchase one year access for better pricing if you plan to take a second Principles of Economics course in the Fall of 2026. Please note that I was deliberate in not providing the ISBN for this. In the past, doing so has led to students buying the book by mistake. I want you to only purchase the access code. If you are unsure, please wait until the first day of class. At that time, I will walk you through the process, which for some of you, may mean taking advantage of the trial period offered by M-H. Your required homework using the materials will account for 20% of your course grade. If you use it for additional optional work, that may increase to 30%. This translates to you must have the course materials to be successful!

Technology Requirements: Computer with Microsoft Office software, reliable internet access, video and audio recording capability, and a **portable device for use in the classroom**. If you have a Mac, Chromebook, or some other computer that does not fully utilize MS Office, then the onus will be on you to learn how to submit assignments in the proper format ... I can't help you! There are computer labs on campus for your use.

Additional Resources Provided at No Financial Cost to You: A *NY Times* subscription is offered through our library and *Microsoft Office* software is offered through our IT department. These are both university-provided perks for students. I will give you the links in Canvas when the course opens. There are other websites, blogs, apps, and resources that I will refer you to throughout the semester that will require downloading on your part.



SYLLABUS SECTIONS

1. Course Overview
2. What is Economics?
3. What makes *Dotynamics* different?
4. Want an A, then L-EARN one
5. QuickStart
6. Flex-grading
7. Meet Your Instructor
8. Schedule by Week
9. Frequently asked Questions
10. The Fine Print - University Required Supplement

ECONOMICS

IT'S NOT WHAT YOU THOUGHT



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WAY OF THINKING

Most of you have taken economics before. Perhaps it was in high school or community college or even here at university. How would you define it? What single word would you most associate with it? I often ask students that question on the first day of class. The answer that I most commonly get is "Money!" And guess what? That's wrong! The word I want you to associate with economics is "Choice!"

SOCIAL SCIENCE

Economics is the social science of choice. It's also the major of choice, but we'll have that conversation another day! Economics rests on the principle that all valued resources are scarce and, because of that, human behavior comes down to decision-making. At UT Tyler, the economics program is housed in the department of social sciences in the College of Arts & Sciences



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ALL ABOUT CHOICE

The key point is that economics is a way of critically thinking about choices, a way that analyzes costs and benefits, and leads to rational, value-based outcomes. Can economic thinking be applied to money? Certainly, just as it can be applied to macroeconomic issues, microeconomic issues, and personal finance issues. Economic thinking can be applied to any aspect of your life.

MACRO & MICRO

Macroeconomics examines data and choices related to GDP, unemployment, inflation, fiscal policy, monetary policy, and more. Microeconomics investigates analytics and decisions related to business organization, industry organization, markets, technology, entrepreneurship, strategy, and more. Common to both is the importance of learning the fundamental topics of trade, supply & demand, market efficiencies and failures, utility, and elasticity.



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CORE PREREQUISITE

A core course is more than a prerequisite for upper-level courses in your major. Core courses are designed to prepare you to be successful throughout your university career. For this reason, core courses focus on critical thinking, quantitative analysis, communication in oral, written, and technology forms, teamwork, personal responsibility, and social responsibility. Both Principles of Macroeconomics and Principles of Microeconomics are foundational core courses.

Thematic

We've already established that economics is a way of thinking. It rests on the concepts of scarcity, choice, and opportunity cost. This is the theme that we are going to come back to in every module. Why can't we have it all, what do we choose, and what do we give up when we make a choice?

Interactive

Unlike a lecture class, where you can be a passive listener this is an interactive class where you will learn by doing. You will actively engage with the economics content, with each other, and with me. Every day of class will include some sort of hands-on activity to enhance your learning.

DOTYNOMICS

*It's economics,
just taught my way!*

Proven

There is extensive research that supports the value of active learning on student motivation, content retention, critical thinking, and problem-solving ability. I have seen this play out over 8,500 students, just at UT Tyler and the results are positive and dramatic.

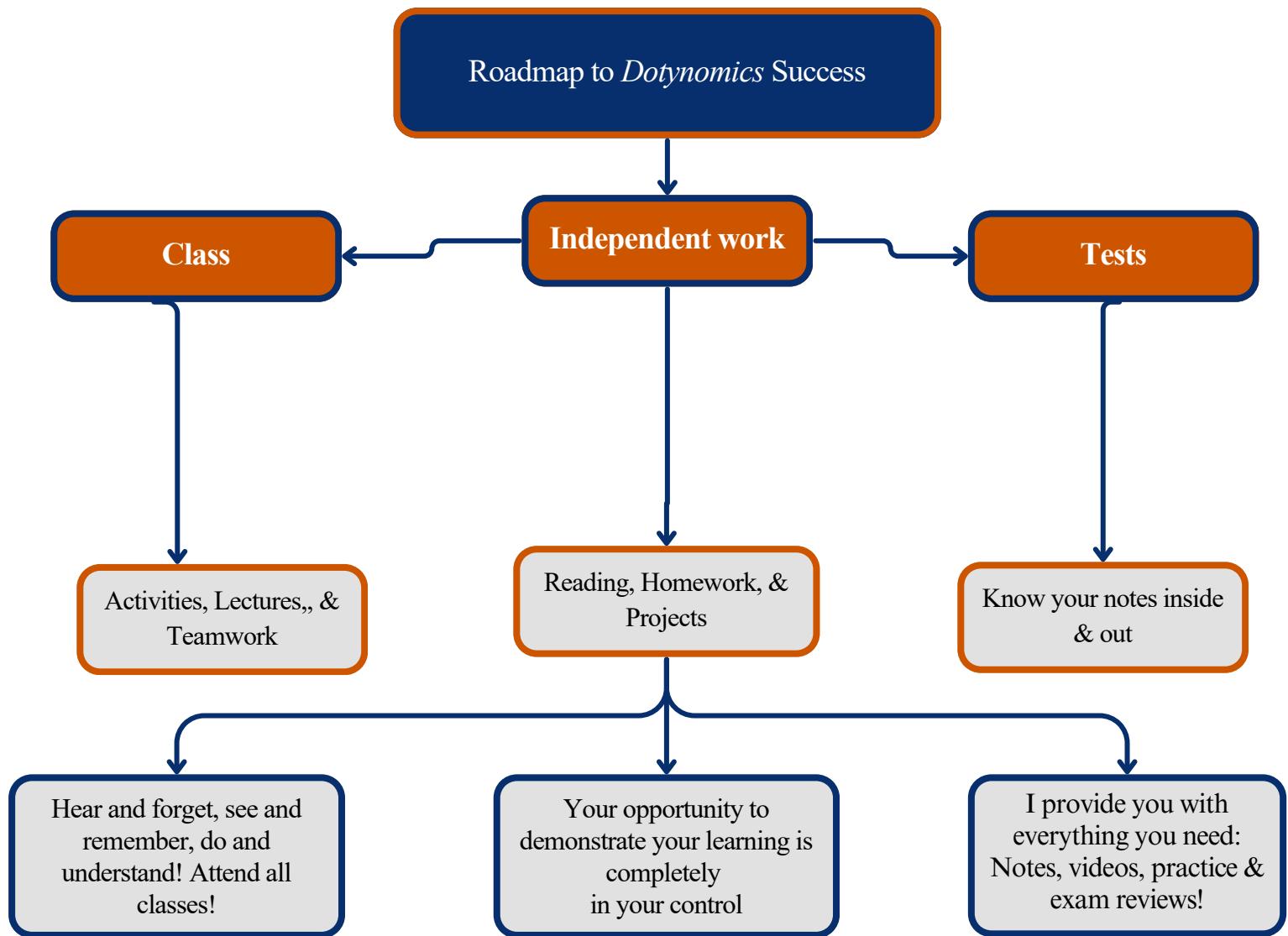
Team-based

Learning space matters and we will be meeting in the best teaching space on campus for team-based learning. The design of our Brookshire Hall classroom fosters communication, collaboration, and meaningful engagement. Students develop professional skills valued by employers.

Relevant

Economics explains why the world works the way it does and how it could work better. If you care about choices, consequences, money, power, and people, you're already studying economics. It's the lens behind real-world decisions in markets, policy, work, and everyday life.

Want an A? L-EARN one!



Tip:

When I ask students about their individual goals for the class, the answer will often be "I want to get an A!" My goal for students is the learning.

MY challenge is to create a clear path from the student learning that I want to achieve to the desired grades that students want to achieve.

YOUR challenge is to master that path.





Let's look at Necessary and Sufficient conditions more closely.



Learning Objectives

After the first two weeks of QuickStart, each of the two units in the course will have five modules. I will provide you with learning objectives for each module. Each lecture, video, set of notes, class activity, assignment, and assessment is designed to reinforce those learning objectives. You can evaluate your own preparation and learning by honestly assessing your mastery of each learning objective.



Communicate Your Learning

You will demonstrate your understanding of vocabulary, economic concepts, and associated graphic visual models for each module in multiple ways that include homework, in-class and online activities, creative projects, and tests with objective questions, graphing, and written analysis. You'll demonstrate intellectual curiosity by connecting the dots between what we do in class and real-world applications.



Relate this to “LEARN-ing” an “A”

Foundational remembering and understanding is probably equivalent to a “C” grade. Showing that you can apply and analyze concepts in more complex class activities and with your short answer/graphing answers probably leads to a “B” grade. Extending your learning further through creating your own work, as demonstrated in the projects, will show that you have truly mastered the higher order earning objectives of the course. Added on to your good lower hierarchy work, this will allow you to earn an “A” grade.



In Practical Terms

It is necessary for you to become proficient with content outlined in the learning objectives for you to pass the course, but it is not sufficient for you to achieve the grade you want. You must “prove” your proficiency by thoroughly communicating that learning. That means properly completing and submitting your work on time in the prescribed format that I lay out for you. It is necessary for you to complete the projects and it is necessary for you to take the final exam. Earning points, regardless of the number, is not sufficient.

You've got this and I will help you!



QuickStart



Begin the semester strong!

QS #1
Syllabus
Scavenger
Hunt
5 points

Let's be honest, this is a pretty thorough (!) course syllabus. Let's make sure you understand it! Most questions you will have this semester are answered in the syllabus. The one-page course schedule, referenced in the syllabus, posted on the Canvas home page, and provided in each weekly module on Canvas as a reminder, is a beneficial summary of the course topics, assignments, due dates and points, but it does not provide you with the richness of insight about the "why" of all we do. That insight comes from thoroughly reading this syllabus.

QS #2
Attend our first
five class
sessions
5 points

Attend and actively participate during our first five in-person classes between January 12th and September 5th. I don't spend the first day of class talking about the syllabus. Instead, I try to give you a real sense of what the course will be like so that you know what to expect. You will start learning on day one! Attending all 5 of the first classes gets you into the flow, content, and culture of the course.

QS #3
Office Selfie
5 points

Stop by to say hello during the first two weeks of class. In-person office hours are Tuesday/Thursday mornings from 9:00am to 11:00am. Take an "ussie" in my office with me or a "selfie" in front of my office door and submit it on Canvas. Although I would love it if you came during these times to introduce yourself, you can actually earn these points whether I am in office hours or not. I want you to know when and where to find me if you need me outside of class and I want the photo to help me learn your names and faces.

QS #4
Introductory
Video
5 points

The two-fold purpose of this assignment is for you to introduce yourself to me in a manner that identifies your interests, strengths, and goals while also developing formatting and Canvas Studio video recording skills that will be helpful to you later in the course. You will need these skills for completing one of your projects. Be sure to follow my posted instructions, which you will find in the Canvas directions. Limit your video to 5 minutes!

QS #5
Writing
Assignment NY
Times
5 points

Register for a *NY Times* subscription if you haven't done so already. The link is available in Canvas QuickStart. Prepare a formal writing assignment according to the format I provided and submit it as a Word document in Canvas. This sample assignment is designed with three goals in mind – to provide you with a "no financial cost to you" resource from our library, to help you learn to format according to a very formulaic set of instructions, and to see how I provide you with extensive feedback in Canvas.

QS #6 Register
for M-H
Account
5 points

M-H has a very generous program that allows you to use the course materials for a two-week period at the start of the course at no financial cost, so if you are having financial difficulties you might want to use this option so that you can complete QS #s 6-9 (collectively, worth 20 points!) A caution, however, because you can't be successful in the course without the course materials, is to make sure you purchase them as soon as possible. Instructions for doing so and registering are in Canvas Getting Started.

QS #7
M-H Achieve
5 points

This assignment will introduce you to the M-H Achieve homework assignments that you will complete in each of the ten modules of the course. By starting with this sample, you will get a feel for both the reading and the adaptive learning aspects of Achieve. It will also help you get your head in the course by introducing you to (or reminding you of) the basic underlying concepts common to both macroeconomics and microeconomics.

QS #8
M-H ABA
5 points

The M-H application-based activities provide a good review of the module's information in an interactive game-like format. This semester, you can choose to complete one of these in each of the ten modules to earn 5 of your 50 class participation activity (CPA) points for the week, if you miss class. You can also use them to supplement and solidify your learning in a fun, alternative way.

QS #9
M-H Problem
Set
5 points

The M-H problems sets are a good option for those of you who are more interested in developing quantitative economics skills. These problems are modeled after the solved problems in your chapter readings. This semester, you can choose to complete one of these in each of the ten modules to earn 5 of your 50 class participation activity (CPA) points for the week, if you miss class. You can also use them to supplement and solidify your learning in a deliberate, math-based way.

QS #10
Sample Notes
Quiz
5 points

This Canvas quiz will introduce you to the most conventional way to supplement in-class attendance and earn 5 of your 50 class participation activity (CPA) points each weekly module. It will demonstrate for you the types of questions I will ask in the weekly quizzes and on exams. It will give you practice in how the questions can be answered directly, or reasonably construed, directly from our class notes, lectures, and in-person class activities.

The remaining 50 points of QuickStart are comprised of team-based in-class activities during the first two weeks, a sample test to be taken in class on Friday, January 23rd and an online review of that test due in Canvas on Sunday, January 25th at 11:59 pm.

Meet your Instructor



Susan Doty

ABOUT ME ... AND WHY MY BACKGROUND SHOULD MATTER TO YOU!

Please call me "Professor Doty" or "Mrs. Doty" and use my preferred pronouns she, her, hers. I believe names are important and we should learn and respect each other's.

Teaching Experience:

This is my 17th year (35th semester) teaching at UT Tyler and I have taught over 8,500 Patriot students here! I teach Macro, Micro, Honors Issues & Policy, Economics and Innovation, History of Economic Thought, Economics of Education, and multiple Personal Finance courses ... not all at the same time! I have previously taught at three other universities, including the University of Arkansas at Fayetteville, the Maxwell School of Public Policy at Syracuse University in New York, and the University of Southern Mississippi in Hattiesburg.

- **Why should this matter to you?**

- I have been doing this for a long time (since 1991) and my experiences from multiple excellent universities around the country will provide you with different perspectives and best practices to help you learn.

Honors and Awards:

I am honored to have been recognized for excellent teaching with several awards, including the University of Texas System Regents Outstanding Teaching Award (the ROTA), the UT Tyler Student Life and Leadership Faculty Partner Award, the UT Tyler National Society of Leadership Student Choice Faculty Award, the UT Tyler Alpha Chi Outstanding Faculty Award, the Thad Cochran Economic Education Hall of Fame Award, and the National Albert Beekhuis Award for service to teachers and community. I am proud to serve on both the UT System Academy of Distinguished Teachers as a faculty fellow and the UT Tyler Academy of Distinguished Teachers as a founding fellow and past-president.

- **Why should this matter to you?**

- I am a proven entity, committed to your success as a student at UT Tyler. I am currently serving on the UT Tyler Teaching Excellence Task Force, committed to implementing the university's strategic focus on excellent teaching.

Not for Profit Experience:

In addition to my faculty role at UT Tyler, I am the founding & executive director of the Center for Economic Education & Financial Literacy (CEEFL) here. I launched this center, after doing the same thing in Mississippi, to provide outreach to P-20 (pre-school to graduate school) educators to teach them how to integrate economics and personal finance into everything they teach. In this role, I have taught thousands of Texas K-12 teachers and have served on multiple state and national boards of directors. These include the Council for Economic Education in New York, the National Association of Economic Educators (past-president), the Global Economic Education Alliance, the Texas Jump\$tar Coalition for Personal Finance, the Texas National Financial Educators Council, and the inaugural cohort of faculty fellows for *Decode Econ*. I work closely with Federal Reserve and other university educators. I have raised over half a million dollars in philanthropic grants to support CEEFL outreach. Ask me about my recent project called *First Responder Finance*.

- **Why should this matter to you?**

- I work closely with economic educators from other excellent universities, the Federal Reserve, government agencies, think tanks, and private industry. You benefit from the way we share content and pedagogy, always challenging each other to teach more effectively.

Industry Experience:

I'm not a traditional academic. I do not hold a PhD and research is not my faculty focus. I did my undergraduate work in biology and graduate work first in biology and then in business. I had an early career in the biotechnology industry, where I was a senior executive involved with innovation-based start-ups, mergers and acquisitions, and turnarounds, first in marketing, then global business development, and, ultimately, as CEO. I served on the board of directors for the Association of Biotechnology Companies in Washington DC. In addition to economics and finance, I have particular interests in entrepreneurship, innovation, and technology. Between 2018 and 2020, I participated in a fascinating project with JP Morgan, called *Children and Wealth*. That project has morphed into ongoing fintech work with financial advisors to help their clients prepare children and grandchildren to understand, responsibly manage, and ultimately grow family wealth.

- **Why should this matter to you?**

- Most of you will have careers outside of academia. I understand and have extensive experience in the "real world" which will be valuable in helping you make connections between what we study and how it will relate to your professional goals.

Flex-Grading System

Transcend obsolete grading modes

Stop thinking about averages, bell curves, and "out of" scores ... just earn points! You are not competing with anyone else, you are responsible for your grade destiny. I provide you with point earning learning opportunities and you determine your own level of success. I have designed my grading system to be aligned with the learning objectives of the class, your individual learning preferences, and the utmost flexibility. It is possible to earn 1,000 points over the semester plus another 100 points in optional QuickStart.

So, what is necessary?

Of the 1,100 possible points offered over the semester (1,000 plus 100), you must earn 600 of them to minimally pass the course with a "D" but be careful. Although a "D" is technically a passing grade, your program of study may require you to have a "C" which means earning 700 points. You will earn a "B" with 800 points and an "A" with 900 points.

Let's examine how to get there:

• **QuickStart (QS) = 100 points**

- There are ten 5-point activities in the first two weeks, which I have described in detail for you elsewhere in this syllabus and again in Canvas. Each of these 10 activities teaches you to do something or practice a skill that will help you later in the course. So, you are not only earning points, you are preparing to be successful. Additionally, we will have a practice test, worth 40 points, which will not only assess your understanding of the foundational material for the course, but will give you real practice for the format, scope, and depth of the actual unit tests. A 10-point review will prove to you that the answers could be found in your notes. Although optional, I strongly recommend you earn these buffer points in advance. You will wish you had! Please don't make me remind you of that later in the course. Saying "I told you so" isn't fun for anyone!

• **Class Participation Activities (CPA) = 500 points**

- Learning happens in the classroom! We are privileged to have THE best teaching and learning space on campus this semester! Brookshires Hall #136 is a team-based learning classroom and is ideal for the kinds of activities we do in class. There are ten weekly modules (five in each of units one and two) where you will have the opportunity to earn 50 points. My recommended way to earn those points is to complete your required M-H reading and Achieve for 20 points, attend our three classes for 15 points, do the in-class team activities 5 points, and take the 5 point notes quiz on Canvas. That's your 50 points. If you miss one class, you will have to do both of the optional assignments. If you miss two classes, you will have to do both of the assignments and use 10 of your earned QuickStart points.

• **Unit Assessment Weeks = 400 possible points**

- Following each of the five weekly modules in both units, there is an assessment week with both an in-class test and an-online Canvas project. Each type of assessment is worth 100 points, so each of the two assessment weeks are worth 200 points. The unit one exam will be held in class on Wednesday, March 4th and the Unit Two exam will be held in class on Wednesday, April 22nd. Each exam will be comprised of 25 objective questions worth two points each and 5 short answer/graphing questions worth ten points each. One of the unit 100-point projects will be a video project and one will be a written project. One will be a group projects and one will be individual. The first is due on Friday, March 6th and the second is due on Friday, April 24th. I will provide you with instructions and a grading rubric two weeks in advance of the due dates.

• **Final Comprehensive Exam = 100 points**

- Please note that the Final Comprehensive exam is required. To use the Necessary & Sufficient language from another section in this syllabus. While it is necessary to earn 900 points for an "A", it is not sufficient. All students must take the final exam. Note that if you miss or don't score as well as you would like on either of your unit exams, you may replace a single exam with the final. I apply your percent score from the final to your unit test score. For example, if you miss the unit one exam, you will receive a zero grade for it. If you then score 80 points on the final exam, I will replace your zero with an 80. Let's say you got a 50 on exam one and an 80 on exam two, and then scored a 90 on the final exam. I would add 40 points (the difference between 50 and 90) to your total. The final exam is scheduled for 8:00am to 10:00am on Monday, April 27th. Please check your MYUTTYLER account for confirmation because the University sets the final exam dates.

A = >900

B = 800-899

C = 700-799

D = 600-699

F = <600

Grades in points.

All passing grades assume completion of projects & final exam.

Important reminders about the flex-grading system:

- The optional points that you earn with QuickStart are likely to add up to a full letter grade to your performance in the course. That said, you can only "spend" them once, so be prudent and try to save them until the course end.
- The flexibility in CPA has built-in make-up options for you. Miss a class? Do one of the optional assignments. Forget the quiz? Do one of the optional assignments. Miss a second class in the same week or don't want to/can't do the optional assignments, use QuickStart.
- Miss or don't perform as well as you want on an exam? Raise your grade with QuickStart.
- One more benefit to Flex-grading is that all assignments due on Fridays at 5:00 pm will be accepted late without penalty through Sundays of the same weekend through 11:59pm.
- Finally, I will increase the value of your 100-point final exam to also replace your missed or low-scoring unit exam.

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Schedule by Week

Your one-page schedule



Weeks 1&2 1/12/26 - 1/23/26	QuickStart	100 points
Week 3 1/26/26 - 1/30/26	Unit One Module One Theory of the Business Firm	50 points
Week 4 2/2/26 - 2/6/26	Unit One Module Two Industry Organization - Perfect Competition & Monopoly	50 points
Week 5 2/9/26 - 2/13/26	Unit One Module Three Industry Organization Monopolistic Competition & Oligopoly	50 points
Week 6 2/16/26 - 2/20/26	Unit One Module Four Capital Markets	50 points
Week 7 2/23/26 - 2/27/26	Unit One Module Five Competitive Strategy	50 points
Week 8 3/2/26 - 3/6/26	Unit One Assessment Week Test & Project	200 points
Week 9 3/9/26 - 3/13/26	Spring Break Week Relax and Re-energize	0 points
Week 10 3/16/26 - 3/20/26	Unit Two Module One Data Analytics	50 points
Week 11 3/23/26 - 3/27/26	Unit Two Module Two Why Economists Disagree	50 points
Week 12 3/30/26 - 4/3/26	Unit Two Module Three Market Efficiency & Failure	50 points
Week 13 4/6/26 - 4/10/26	Unit Two Module Four Globalization & Trade	50 points
Week 14 4/13/26 - 4/17/26	Unit Two Module Five Personal Finance Economics	50 points
Week 15 4/9/26 - 4/13/26	Unit Two Assessment Week Test & Project	200 points
Week 16 4/27/26 - 5/1/26	Finals Week Final Comprehensive Exam	100 points



FREQUENTLY ASKED QUESTIONS

1/2 Course-related questions

1. What can I be doing now, in advance of the start of class?

That's a great question! You can thoroughly read this syllabus and make sure you have all the course resources that you need. *Probably the best advance activity is to get your head in the right place for the start of the semester. Take these last days of winter break to enjoy yourself and the people you love. I am looking forward to greeting each other in person on Monday morning, January 12th in Brookshires Hall at 9:05.*

2. What is your advice to help me be successful in class?

Honestly, do it my way and trust that my way works! Thoroughly read, understand, and follow this syllabus as a roadmap. Earn your *QuickStart* points early. Stay on top of the assignments each week and be proactive on the higher point assessments like projects and test preparation. Prepare, participate, and practice what we do in all class sessions. *THINK and REFLECT* about what we do. Go back over my notes regularly, not just in class and while reviewing my videos, and not just before an exam. Write your notes on my PowerPoint slide notes; keep them together. Outside of class, look around you and see the examples of economics we discuss in class playing out everywhere. Develop focused study habits, not distracted study habits. See me in office hours for extra help or just to talk. Review the above section called *Want an A? L-earn One* and the section called *Necessary and Sufficient*. Mostly, find joy in this class ... it will be fun if you embrace it.

3. What if I have to miss any class meetings?

Please review the section above called *Flex-Grading System*. You are adults now and I expect you to be in class every day. That said, if you must miss, you miss. I will post content for every class day of the semester and you are responsible for that content whether you are in class or not. You will receive class participation activity (CPA) points for those days that you are present and participating. You have the option to do online activities when you are absent from class. Please remember that I have built in make-up protections for you. Be sure to pay attention to the three parts of the make-up policy, which are *QuickStart* points, flex-grading, and final exam substitution. While generous, these are your only options.

4. I get the grade categories and optional QuickStart, but I'm a little confused by the Class Participation Activity (CPA) category because there are so many options. Would you clarify?

Sure. For each of the 10 weekly modules, what I recommend (and expect) you to do is earn 50 points. This means completing you M-H reading and Achieve for 20 points, coming to class all 3 days for another 15 points, actively participating with your team on in-class activities for 10 points, and taking the class notes quiz for 5 points. That's why I call it a 50-point week. We learned so much during Covid and I don't want you (and you and your classmates don't want you) to come to class if you're sick. Additionally, many of you have extensive external obligations. You are athletes and class leaders representing the university. You also have families, jobs, internships, health issues, university obligations, and religious conflicts. Sometimes you just forget (eek, really?) I developed a flex-grading system that **extends the make-up policy to ALL students**, regardless of the reason for an absence or missed assignment. You have two built-in options, each worth 5 points, if you have to miss class. These are the optional M-H activity-based-assessments and problem sets. If you miss more than 10 points, you will need to fall back on the *QuickStart* points that you earn in the first two weeks. It is important to think ahead and build your buffer.

5. Wow, thanks! But I still have questions about those weekly activities. It seems like a lot of work. Do I have to do everything? How do I choose? What if I do more than you require?

Ha, you're funny! No, of course you don't have to do everything. This is part of the course flexibility. I provided you with my advice above. It is to do your homework, come to every class, work effectively with your team, and take the notes quiz. Some of you can't, or won't, follow that advice - something will interfere - so I have given you multiple alternative options. I introduce you to these options in *QuickStart* so you can see what you enjoy most, are best at, and learn the most from completing. You have to make the best choices for you, considering those factors and your time constraints. Although the overachievers among you may choose to do everything - thus capturing 60 CPA points in a 50-point week, the most I will record for you is 50 points. Now, we don't actually discuss an economic concept called "diminishing marginal utility" until mid-course, but this is a perfect example of it. If I stop giving you credit after 50 points, why would you keep going?

Intrinsic satisfaction? Go you!



FREQUENTLY ASKED QUESTIONS

2/2 Economics related questions

6. How important is math to understanding economics?

Is math important to an economist? Absolutely it is. Is it the way I teach economics at the Principles level? Absolutely it is NOT. That said, the process skills of critical thinking, quantitative analysis, communication in oral, written, and technology forms, teamwork, personal responsibility, and social responsibility all require **NUMERACY**. If you are not familiar with the term, you can think of numeracy as the mathematical equivalent to literacy, and it is very important in all that you do. I want you to think about graphs as visuals that tell a story. You need to be able to understand the stories that graphs tell and be able to tell those stories yourselves using graphs. I will help you to do so. I am far more interested in your ability to do this than in your ability to calculate. Those of you who go on to major in economics will want to take Intermediate Microeconomics, which is basically Micro Principles with Calculus. I promise that you will be well-prepared.

7. What do economists do in the “real world”?

The better question is what don't they do, because it has a shorter answer. There is no organization in the world - profit or non-profit, public or private - that would not benefit from the contributions of an economist, whose top skills are critical thinking and problem-solving. The *Bureau of Labor Statistics* lists these activities: research economic issues; conduct surveys and collect data; analyze data using mathematical models, statistical techniques, and software; present research results in reports, tables, graphs, and charts; interpret and forecast market trends; advise businesses, governments, and individuals on economic topics; recommend solutions to economic problems; write influential articles for academic journals and other media. For most of you who are not going to major in economics (want to reconsider?), even a course or two at the undergraduate level will help you become a clearer more informed thinker and credible, persuasive communicator, in any future career you choose. UT Tyler offers majors and minors in economics as well as an amazing double-degree program in cooperation with the business school. Ask me about it! *I would also add that studying economics will make you a more interesting person!*

8. What do you read and where do you get your information?

I love these kinds of questions! I try to always have three types of reading going on - a good novel just for fun, professional or academic journals that provide me with new information or perspective, and pedagogical writings that teach me new ways to effectively enhance student learning. I usually start my day with *NY Times*, *Wall Street Journal*, and some economics and finance blogs. I will recommend *Decode Econ*, *Visual Capitalist*, and *Marginal Revolution University* as good starting places for you. The Bureau of Economic Analysis, Federal Reserve, Journal of Economics Teaching, National Association of Economic Educators, TCEA, and ACUE are “go to” sources for me

9. What are your pet peeves?

Oh my goodness, I'm so glad you asked! I believe in mutual respect, mine for you, and yours for me and for each other; anything that is disrespectful is a problem. If I spend my time explaining expectations in detail in the syllabus, as I have, and providing additional time early in the course to further answer questions about those expectations, which I will do, then it is disrespectful not to use the information that I have provided. If you truly don't understand, by all means ask, but if it's explicitly there ... Grade obsession, specifically that magnified by Canvas reporting, is a problem that detracts from learning and makes me crazy. The flex-grading I offer in this course has an opportunity cost, which is that you will not know your exact grade until the end of the semester, when I make all the adjustments for you based on all the flexibility I provide you. A quick example illustrates this. If you earn 50 points in a 50-point week, that's a perfect score (100%) but Canvas will record it as 50/60 points or 83%. Another example is that a missed exam will appear as a “0” in Canvas, but could turn into a much higher grade with its final exam replacement. We can't calculate that in advance. YOU have to make some assumptions. Any form of academic dishonesty is a problem as is bad grammar/spelling/punctuation - good grief, cite work that isn't your own and proofread! Students being absent and then asking, "Did I miss anything?" Nope, we were just twiddling our thumbs waiting for you to join us! OK, now to some sillier pet peeves these things bother me. Pronouncing "Fiscal" Policy with three syllables as if it were "physical", confusing the Fed (Federal Reserve System) with the Federal government, insisting that the Fed prints money, saying supply changes demand or vice versa ... I have some other examples of this ilk that we will discuss! When you leave my class, you are representing me and we've got to get it right! Ok, I may not be done, but you get the idea. ***Just be honest, do your best work, and learn ... we'll be fine!*** There's an acronym that is a little hokey but I like, maybe you have seen it? **THINK** before speaking or posting. Is it True? Is it Helpful? Is it Inspiring? Is it Necessary? Is it Kind?

Oh, by the way, if you have annoyances of your own about class, please tell me. I promise to listen respectfully to your concerns.

Doty Note:

And, finally, the fine print required by the University for all syllabi.



Student Resources:

- UT Tyler Student Accessibility and Resource (SAR) Office (provides needed accommodations to students with document needs related to access and learning)
- UT Tyler Writing Center
- The Mathematics Learning Center
- UT Tyler PASS Tutoring Center
- UT Tyler Supplemental Instruction
- Upswing (24/7 online tutoring) - covers nearly all undergraduate course areas
- Robert Muntz Library and Library Liaison · Canvas 101 (learn to use Canvas, proctoring, Unicheck, and other software)
- Digital Support Toolkit (for supported courses only. Students are automatically enrolled in the toolkit for supported courses)
- LIB 422 -- Computer Lab where students can take a proctored exam
- The Career Success Center
- UT Tyler Testing Center
- Office of Research & Scholarship Design and Data Analysis Lab
- Resources available to UT Tyler Students
- UT Tyler Counseling Center (available to all students)
- MySSP App (24/7 access to Student Support Program counseling through phone or chat and online wellness resources available in a variety of languages)
- Student Assistance and Advocacy Center
- Military and Veterans Success Center (supports for our military-affiliated students)
- UT Tyler Patriot Food Pantry
- UT Tyler Financial Aid and Scholarships
- UT Tyler Student Business Services (pay or set up payment plans, etc.)
- UT Tyler Registrar's Office · Office of International Programs
- Title IX Reporting · Patriots Engage (available to all students. Get engaged at UT Tyler.)

University Policies and Information:

Withdrawing from Class Students may withdraw (drop) from this course using the Withdrawal Portal. Withdrawing (dropping) this course can impact your Financial Aid, Scholarships, Veteran Benefits, Exemptions, Waivers, International Student Status, housing, and degree progress. Please speak with your instructors, consider your options, speak with your advisor, and visit the One-Stop Service Center (STE 230) or email enroll@uttyler.edu to get a complete review of your student account and the possible impacts to withdrawing. We want you to make an informed decision. UT Tyler faculty and staff are here for you and often can provide additional support options or assistance. Make sure to carefully read the implications for withdrawing from a course and the instructions on using the Withdrawal portal.. Texas law prohibits students from dropping more than six courses during their entire undergraduate career*. The six courses dropped includes those from other 2-year or 4-year Texas public colleges and universities. Consider the impact withdrawing from this class has on your academic progress and other areas, such as financial implications. We encourage you to consult your advisor(s) and Enrollment Services for additional guidance. CAUTION #1: Withdrawing before census day does not mean you get a full refund. Please see the Tuition and Fee Refund Schedule. CAUTION #2: All international students must check with the Office of International Programs before withdrawing. All international students are required to enroll full-time for fall and spring terms. CAUTION #3: All UT Tyler Athletes must check with the Athletic Academic Coordinator before withdrawing from a course. CAUTION #4: All veterans or military-affiliated students should consult with the Military and Veterans Success Center. *Students who began college for the first time before 2007 are exempt from this law.

Artificial Intelligence Statement:

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy. Refer to the About This Course section of the UT Tyler Syllabus Module for specific information on appropriate use of AI in your course(s).

Final Exam Policy:

Final examinations are administered as scheduled. If unusual circumstances require that special arrangements be made for an individual student or class, the Dean of the appropriate college, after consultation with the faculty member involved, may authorize an exception to the schedule. Faculty members must maintain student final examination papers for a minimum of three months following the examination date.

Incomplete Grade Policy:

If a student, because of extenuating circumstances, is unable to complete all of the requirements for a course by the end of the semester, then the instructor may recommend an Incomplete (I) for the course. The "I" may be assigned in place of a grade only when all of the following conditions are met: (a) the student has been making satisfactory progress in the course; (b) the student is unable to complete all coursework or final exam due to unusual circumstances that are beyond personal control and are acceptable to the instructor, and (c) the student presents these reasons before the time that the final grade roster is due. The semester credit hours for an Incomplete will not be used to calculate the grade point average. The student and the instructor must submit an Incomplete Form detailing the work required and the time by which the work must be completed to their respective department chair or college dean for approval. The time limit established must not exceed one year. Should the student fail to meet all of the work for the course within the time limit, then the instructor may assign zeros to the unfinished work, compute the course average for the student, and assign the appropriate grade. If a grade has yet to be assigned within one year, then the Incomplete will be changed to an F, or NC. If the course was initially taken under the CR/NC grading basis, this may adversely affect the student's academic standing.

University Fine Print continued:

Grade Appeal Policy:

Disputes regarding grades must be initiated within sixty (60) days from the date of receiving the final course grade by filing a Grade Appeal Form with the instructor who assigned the grade. A grade appeal should be used when the student thinks the final course grade awarded does not reflect the grades earned on assessments or follow the grading scale as documented in the syllabus. The student should provide the rationale for the grade appeal and attach supporting document about the grades earned. The form should be sent via email to the faculty member who assigned the grade. The faculty member reviews the rationale and supporting documentation and completes the instruction section of the form. The instructor should return the form to the student, even if a grade change is made at this level. If the student is not satisfied with the decision, the student may appeal in writing to the Chairperson of the department from which the grade was issued. In situations where there is an allegation of capricious grading, discrimination, or unlawful actions, appeals may go beyond the Chairperson to the Dean or the Dean's designee of the college from which the grade was issued, with that decision being final. The Grade Appeal form is found in the Registrar's Form Library. NOTE: The Grade Appeal Form is different from the Application for Appeal form submitted to the Student Appeals Committee, which does not rule on grade disputes as described in this policy.

Disability/Accessibility Service accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA), the University of Texas at Tyler offers accommodations to students with learning, physical, and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler/> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with the Assistant Director Student Accessibility and Resources/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <https://www.uttyler.edu/disability-services>, the SAR office located in the Robert Muntz Library, LIB 460, email saroffice@uttyler.edu, or call 903.566.7079."

Military Affiliated Students:

UT Tyler honors the service and sacrifices of our military-affiliated students. If you are a student who is a veteran, on active duty, in the reserves or National Guard, or a military spouse or dependent, please stay in contact with your faculty member if any aspect of your present or prior service or family situation makes it difficult for you to fulfill the requirements of a course or creates disruption in your academic progress. It is important to make your faculty member aware of any complications as far in advance as possible. Your faculty member is willing to work with you and, if needed, put you in contact with university staff who are trained to assist you. The Military and Veterans Success Center (MVSC) has campus resources for military-affiliated students. The MVSC can be reached at MVSC@uttyler.edu or via phone at 903.565.5972.

Students on an F-1 Visa:

To remain in compliance with Federal Regulations requirements you must do the following:

- Traditional face-to-face classes: Attend classes on the regular meeting days/times.
- Hybrid Classes: Attend all face-to-face classes convened by the instructor according to the schedule set for your specific course.
- Online course: Only one online course can count toward your full-time enrollment. Students are expected to be fully engaged and meet all requirements for the online course.

Academic Honesty and Academic Misconduct:

The UT Tyler community comes together to pledge that "Honor and integrity will not allow me to lie, cheat, or steal, nor to accept the actions of those who do." Therefore, we enforce the Student Conduct and Discipline policy in the Student Manual of Operating Procedures (Section 8). FERPA UT Tyler follows the Family Educational Rights and Privacy Act (FERPA) as noted in University Policy 5.2.3. The course instructor will follow all requirements to protect your confidential information.

Absence for Official University Events or Activities:

This course follows the practices related to Excused Absences for University Events or Activities as noted in the Catalog.

Absence for Religious Holidays: This course follows the practices related to Excused Absences for Religious Holy Days as noted in the Catalog.

Absence for Pregnant Students: This course follows the requirements of Texas Laws SB 412, SB 459, SB 597/HB 1361 to meet the needs of pregnant and parenting students. Part of the supports afforded pregnant students includes excused absences. Faculty who are informed by a student of needing this support should make a referral to the Parenting Student Liaison. NOTE: Students must work with the Parenting Student Liaison in order to receive these supports. Students should reach out to the Parenting Student Liaison at parents@uttyler.edu and also complete the Pregnant and Parenting Self-Reporting Form.

Campus Carry:

We respect the right and privacy of students who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>.

Doty Note: *The university boilerplate information may change before or during the semester. If it does, I will post it separately on Canvas.*

