CUNY Common Core
Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses may be submitted for only one area of the Common Core. All courses must be 3 credits/3 hours unless the college is seeking a waiver for a 4-credit Math or Science course (after having secured approval for sufficient 3-credit/3-hour Math and Science courses). All standard governance procedures for course approval remain in place.

College	KINGSBOROUGH COMMUNITY COLLEGE
Course Number	ECO 01300
Course Title	MICROECONOMICS
Department(s)	BUSINESS
Discipline	ECONOMICS
Subject Area	Enter one Subject Area from the attached list. *ECONOMICS*
Credits	3
Contact Hours	3
Pre-requisites	NONE
Mode of Instruction	Select only one: ☒ In-person ☐ Hybrid ☐ Fully on-line
Course Attribute	Select from the following: ☐ Freshman Seminar ☐ Honors College ☐ Quantitative Reasoning ☐ Writing Intensive ☒ Other (specify):_____HONORS_OPTION_____
Catalogue Description	An analysis of the determination of price under alternative market structures. Particular emphasis will be placed on understanding the economic behavior of the household, the business firm, and government.
Syllabus	Syllabus must be included with submission, 5 pages max

Waivers for 4-credit Math and Science Courses

All Common Core courses must be 3 credits and 3 hours.

Waivers for 4-credit courses will only be accepted in the required areas of Mathematical and Quantitative Reasoning and Life and Physical Sciences. Such waivers will only be approved after a sufficient number of 3-credit/3-hour math and science courses are approved for these areas.

If you would like to request a waiver please check here:	☐ Waiver requested
If waiver requested: Please provide a brief explanation for why the course will be 4 credits.	
If waiver requested: Please indicate whether this course will satisfy a major requirement, and if so, which major requirement(s) the course will fulfill.	

Indicate the status of this course being nominated:

☒ current course ☐ revision of current course ☐ a new course being proposed

CUNY COMMON CORE Location

Please check below the area of the Common Core for which the course is being submitted. (Select only one.)

Required	Flexible	
☐ English Composition	☐ World Cultures and Global Issues	☐ Individual and Society
☐ Mathematical and Quantitative Reasoning	☒ US Experience in its Diversity	☐ Scientific World
☐ Life and Physical Sciences	☐ Creative Expression	

Learning Outcomes

In the left column explain the assignments and course attributes that will address the learning outcomes in the right column.

I. Required Core (12 credits)

A. English Composition: Six credits

A course in this area must meet all the learning outcomes in the right column. A student will:

	• Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.
	• Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.
	• Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.
	• Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
	• Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.

B. Mathematical and Quantitative Reasoning: Three credits

A course in this area must meet all the learning outcomes in the right column. A student will:

	• Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.
	• Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.
	• Represent quantitative problems expressed in natural language in a suitable mathematical format.
	• Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.
	• Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.
	• Apply mathematical methods to problems in other fields of study.

C. Life and Physical Sciences: Three credits A course in this area must meet all the learning outcomes in the right column. A student will:	
	• Identify and apply the fundamental concepts and methods of a life or physical science.
	• Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.
	• Use the tools of a scientific discipline to carry out collaborative laboratory investigations.
	• Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.
	• Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.
II. Flexible Core (18 credits) Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.	
A. World Cultures and Global Issues	
A Flexible Core course must meet the three learning outcomes in the right column.	
	• Gather, interpret, and assess information from a variety of sources and points of view.
	• Evaluate evidence and arguments critically or analytically.
	• Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.A) must meet at least three of the additional learning outcomes in the right column. A student will:	
	• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.
	• Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
	• Analyze the historical development of one or more non-U.S. societies.
	• Analyze the significance of one or more major movements that have shaped the world's societies.
	• Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.
	• Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

B. U.S. Experience in its Diversity A Flexible Core course must meet the three learning outcomes in the right column.	
In-class exams and final exam.	• Gather, interpret, and assess information from a variety of sources and points of view.
In-class exams and final exam.	• Evaluate evidence and arguments critically or analytically.
In-class exams and final exam.	• Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.B) must meet at least three of the additional learning outcomes in the right column. A student will:	
1ST IN-CLASS EXAM	• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.
CLASSROOM DISCUSSION	• Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
	• Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
	• Explain and evaluate the role of the United States in international relations.
	• Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.
2ND IN-CLASS EXAM AND FINAL EXAM	• Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.
C. Creative Expression	
A Flexible Core course must meet the three learning outcomes in the right column.	
	• Gather, interpret, and assess information from a variety of sources and points of view.
	• Evaluate evidence and arguments critically or analytically.
	• Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.C) must meet at least three of the additional learning outcomes in the right column. A student will:	
	• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.
	• Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.
	• Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
	• Demonstrate knowledge of the skills involved in the creative process.
	• Use appropriate technologies to conduct research and to communicate.

D. Individual and Society A Flexible Core course must meet the three learning outcomes in the right column.	
	• Gather, interpret, and assess information from a variety of sources and points of view.
	• Evaluate evidence and arguments critically or analytically.
	• Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.D) must meet at least three of the additional learning outcomes in the right column. A student will:	
	• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.
	• Examine how an individual's place in society affects experiences, values, or choices.
	• Articulate and assess ethical views and their underlying premises.
	• Articulate ethical uses of data and other information resources to respond to problems and questions.
	• Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.
E. Scientific World A Flexible Core course must meet the three learning outcomes in the right column.	
	• Gather, interpret, and assess information from a variety of sources and points of view.
	• Evaluate evidence and arguments critically or analytically.
	• Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.E) must meet at least three of the additional learning outcomes in the right column. A student will:	
	• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.
	• Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.
	• Articulate and evaluate the empirical evidence supporting a scientific or formal theory.
	• Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.
	• Understand the scientific principles underlying matters of policy or public concern in which science plays a role.

Kingsborough Community College
City University of New York

Department of Business
Prof. Joseph P. Consolo

Economics 13 – Microeconomics
Spring, 2012

Student Learning Outcomes include:

CUNY Common Required Core Learning Outcomes:

1. Gather, interpret, and assess information from a variety of economic sources and perspectives.
2. Evaluate evidence and arguments in an analytical and critical manner.
3. Produce well-reasoned written or oral arguments using evidence to support conclusions.

CUNY Flexible Learning Outcomes:

4. Identify and apply the fundamental concepts and methods of economics exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, political affairs, sociology, and U.S. literature.
5. Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
6. Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.

Additional Course Learning Outcomes:

- Demonstrate an understanding the basic concepts and principles of economics
- Use the supply and demand model in numerous applications
- Interpret correctly graphical economic data
- Calculate price elasticities of supply and demand and describe their implications for tax policy
- Distinguish among the different costs of the firm and evaluate their impact on managerial decision making
- Compare the determination of prices under different market structures

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Required Textbook: Microeconomics For Today
By Irvin B. Tucker(customized edition for KCC students)

Methods of Instruction : 1. Lectures and class discussion
2. homework assignments
3. exams
4. specific websites (to be discussed)

Methods of Evaluation: Three exams (2 in-class exams and a final exam).
Each exam = 33%
** Please note: there are no makeup exams!!

Attendance and Lateness Policies:

Students are permitted no more than six absences. Excessive absences may result in a penalty grade! In addition, two latenesses equal one absence!!

Class Conduct: all cellphones and electronic devices must be turned off during class. Failure to comply with this policy may result in a penalty grade or expulsion from the class!! All students are expected to demonstrate respect for their fellow students and the professor at all times!!

Course Transferability

Baruch (eco 1001)
Brooklyn College (elective credit)
College of Staten Island (elective credit)
City College (eco 10000)

Reading and Homework Assignments

Textbook: Microeconomics For Today by Irvin B. Tucker (customized edition for KCC students).

Chapter	Questions
1- Economic Way of Thinking	page 16 #1-10
2-Production Possibilities Curve	page 46-47 #1,2,6-8
3-Market Demand and Supply	page 80 #1-8
4-Markets In Action	page112 #1-5, 7-9
5-Price Elasticity of Demand and Supply	page 140 #1-3,6-7,15-16
7-Production Costs	page 189-190 # 1-4,6-9
8- Perfect Competition	page 222 #1-8
9- Monopoly	page 247 #1-6,11
10-Monopolistic Competition and Oligopoly	page 272-273 #1-8