# York University ❖ Faculty of Liberal Arts & Professional Studies ❖ Department of Economics

# FW19-20 – Fall 2019 Term

# AP/ECON1000 3.0 (E): Introduction to Microeconomics

**Welcome to ECON1000!**

I am thrilled you will be exploring the foundations of microeconomics this term. This journey may entail surprising insights and unexpected challenges. Consider the following outline the travel brochure, detailing intermittent stops, major highlights, rules, and expectations. I am excited to be your guide on this journey and cannot wait to meet you in person!

## Key Course Information

## *Course Webpage:* https://moodle.yorku.ca

## Please check frequently.

## *Course Instructor*

Name: Karen Bernhardt-Walther

Office: Vari Hall 1070

Email: [bkaren@yorku.ca](mailto:bkaren@yorku.ca)

Phone: 416-736-2100 Ext: 77032

Office Hours: Tu 13:00-14:30, Fr 12:00-13:30

## *Lecture Time and Location:* ACE 102, Tu 16:00-19:00

### Prerequisite / Co-requisite: None.

## *Course Credit Exclusions:* GL/ECON 2500 3.00 (prior to Fall 2014), SB/INTL 1200 3.00. Acceptable course substitutes are available in the Calendar.

## *Course Description:* Econ1000 introduces the principles and methods of economics with emphasis on microeconomic theory. Topics include general and basic concepts of demand and supply, utility analysis and demand, production and costs, pricing in competitive and monopolistic markets, and government regulation. Successful completion of this course, together with AP/ECON 1010 3.00, is required for all students who intend to pursue additional courses in economics at the 2000-, 3000-, and 4000- level and in order to pursue degree studies in economics, business economics, and financial and business economics.

*Why do we need a course outline?*

I use the course outline to communicate the framework for this course. Students can learn about what to expect, which policies to follow, etc. Thus, the course outline allows you and me to have the same expectations about the course and thus create a better learning experience throughout the term.

*How do I use the course outline?*

You use the course outline for three purposes:

1. Use the outline to finalize your course selection. Browse the outlines of courses you are considering and use the information contained in the outlines to find the courses/ sections you want to enroll in.
2. Use the outline to plan your semester. Read the outlines of all your courses carefully, note dates of quizzes and tests in your calendar, and plan your studying accordingly.
3. Use the outline as a reference throughout the term. If you need to miss a test, reach out to your instructor, etc. the course outline will give you the information on how to do that.

*What is a course outline?*

A course outline communicates the course’s learning objectives, reading materials, how students will be evaluated, core expectations, and important policies.

*Outline Overview:*

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B. Class Expectations

In each class, we come together to master the material, understand applications, to uncover misunderstandings, and to develop a deeper understanding. To help us succeed in on this journey of growth, here are some guidelines about what you can expect of others and what others expect of you:

* *Be respectful.* The course and the classroom are spaces of scholarly learning and scholarly debate. There are instances where we will disagree. Those disagreements allow us to explore the meaning of concepts and the limits of applications beyond the textbook. The debates help us all gain a deeper understanding of the material. We therefore welcome and respect everyone with all their personal background, their ideas, their ambitions, the manner in which they see themselves.
* *Bring you whole authentic self.* Economic ideas and models are only as valuable as they are helpful for understanding the real world around us. To help us understand economic ideas and models in this course, I ask that you bring the *real* *you* into the classroom with all your *real* concerns and all your *real* experiences.
* *Come prepared.* Class is a time to rectify misunderstandings, to deepen mastery of the material, to do practice problems and discuss applications. You can only participate in this process if questions and misconceptions had a chance to form *before* class. Your peers and I therefore expect you to come to class prepared. **Before each class, you should spend at least 2 hours preparing: One hour reviewing material from the *previous* class and practicing questions** (see MEL practice questions below), **and one hour reading the textbook, thinking of applications, jotting down questions, attempting some practice problems on the material of *this* class.**
* *Engage.* Learning is an activity. You must be active to successfully learn. So be active in class. For each concept introduced, come up with examples, question applications, test your understanding, engage with the material.
* *Ask questions.* Lots of them. Ask me, ask your peers, ask the TAs, ask the PASS leaders, ask the person in the hallway. Ask about things you know you do not know and ask questions to find out what you might not know that you don’t know. E.g., “Among the concepts we have learned, which one am I most likely to be confused about without realizing it and how can I find out if I am?”
* *Ask for help*. About anything. Learning Economics is strenuous. Yes! You are asking your brain to learn a new way to see the world and a new way to approach problems. But you do not need to do this alone. If you are struggling personally or with the material, you are not the first one – reach out to me. Also, if you are bored out of your mind, you are not the first one either – reach out to me!
* *Be willing to fail and embrace failure.* If you are not getting any answers wrong in this class ever, you are in the wrong class. Mistakes, wrong answers, failing a test – are all signs that you have uncovered something you did not understand that you previously thought you understood. It’s a sign of learning and worth embracing!
* *Take ownership of your learning and your journey in this course and beyond.* It is *your* journey. Listen to the advice of many and then make *your decisions.* Sometimes you will have to turn your back on some opportunities to take advantage of other opportunities. That is life. Most importantly, it is *your* life. Succeeding in it, taking this course, pursuing further studies … *your* choices and *your* journey.

C. Course Components – Overview

This course consists of multiple components to support you in successfully completing this course. They allow you to learn, to practice, and eventually to demonstrate your mastery of the material:

**Learning**

* *Warm-up and Cool-Down Exercise:* Two exercises designed to help promote academic and personal success. Complete these exercises to earn full marks.
* *Readings.* Assigned reading helps you prepare for class and review material covered in class. You should complete a cursory reading of the assigned chapters *before* class to identify difficult concepts and questions you may have to prepare for class. You should complete an in-depth reading of the assigned chapters after class to review material.
* *Class.* In class we will cover the material, discuss examples and applications. Come to class to have your questions answered, deepen your understanding, and to test your knowledge.

Completing the readings, coming to class and engaging in discussions increases your mastery, your enjoyment of the course, and last, but not least, your performance on quizzes and tests!

**Practicing**

* *In Class Activities.* In class activities, answering iClicker questions[[1]](#footnote-1), discussing applications, completing practice questions all help you practice and deepen your understanding of the materials.
* *MEL Study Plan Assignments.* These are multiple-choice questions you complete in the My-Econ-Lab portal. Attempting them gives you valuable about your mastery of the material. You receive targeted feedback, depending on your answer. They are not graded … in other words, you get to practice before being tested! And Complete the Study Plan practice questions for each chapter!   
  **Note:** You will earn “Mastery Points” by completing the study plan practice questions. You must earn a minimum of mastery points to get access to the graded quiz for the corresponding chapter.

**Demonstrating Mastery**

* *Quiz Zero.* Tests your understanding of course policies. Complete it with the help of this outlines at your earliest convenience. You can retake Quiz Zero as often as you like. You must earn 100% before being able to take any other quizzes.
* *Quizzes.* Quizzes are a frequent, low-stake evaluations of your mastery of the material. You earn credit for correctly answered questions. There are six quizzes throughout the term, the lowest quiz score is dropped.
* *Tests and Final Exam.* There will be two tests and a final exam in this course. Both tests and the final exam consist of multiple-choice questions. You earn credit for correctly answered questions. Your grade in this course will be mostly based on your performance in these two tests and the final exam.

D. Evaluation and Grading Policy

## In calculating your final grade, the components described above is weighted as follows:

|  |  |
| --- | --- |
|  | Weight (%) |
| Warm-Up/Follow-Up Exercise | 2 |
| Quizzes (best 5 of 6) | 10 |
| In-Class Test 1 | 20 |
| In-Class Test 2 | 20 |
| Final Exam | 48 |

Your final grade will be calculated as an overall percentage (out of 100 points) and translated into a letter grade.

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.)

Historically, the average grade across all sections of Economics 1000/1010 is C+ (65-69 on the York scale).

The average course grade in each section of 1000 (or 1010) will reflect the relative performance of students in that section on the common part of the final examination.

* The average course grade for a section whose students perform above (below) average on the common part of the final examination will be higher (lower) than the average course grade for other sections.
* In cases where a section’s average on the common part of the final exam is exceptionally high or low, that section average may be slightly higher than 69 or slightly lower than 65.

Average marks on each term test may vary considerably across sections.

* Term test marks are never adjusted.
* However, students in a section where the average mark on a term test is low are NOT disadvantaged.
* The average FINAL course grade awarded in each section, after adjustments, will reflect the performance of that student's section on the common part of the final examination.

E. Details Course Components

E.a. Course Readings

Required Course Materials:

* *MicroEconomics*: Canada in the Global Environment, 10th edition, by M. Parkin and R. Bade (Pearson, 2019).
* *MyEconLab* (Pearson 2019) Required for graded online quizzes worth approximately 10% of course grade and for course website.

Optional Course Materials:

* *FlexText for Principles of Microeconomics, 1/e.*   
  An excellent additional resource containing summary notes, helpful hints and numerous practice questions with solutions to help you prepare for quizzes, tests and exams.

Options for Students taking   
ECON **1000**, only:

* A bundled package including the MicroEconomics Textbook with MyEconLab, E-text and FlexTextis available for $149.
* Pearson has also arranged for a Student Value Package (unbound, loose leaf, three-hole punched text with MyEconLab, E-text and FlexText) for students who wish to opt for the complete package at a lower cost for $110.
* To save money, a digital only package containing E-text and MyEconLabis available for $95 at the York bookstore or online at [www.MyEconLab.com.](http://www.MyEconLab.com/)
* FlexText for Principles of Microeconomics, 1/e for $50.
* *MyEconLab* only – available from Pearson website (not bookstore) $55.

Options for Students taking   
**ECON 1000 & ECON 1010**:

* A bundled package including: bound Microeconomics text, bound Macroeconomics text, MyEconLab, E-text, Micro FlexText and Macro FlexText for $199.95.
* Another value option: Loose leaf Microeconomics Text, Loose leaf Macroeconomics Text, MyEconLab, E-text, Micro FlexText and Macro FlexText for $179.95.

E.b. Course Topics

**Micro Chapters in Parkin/Bade**

1 What is Economics?

2 The Economic Problem

3 Demand and Supply

4 Elasticity

5 Efficiency and Equity (Only sections 2 & 3 on surplus & efficiency)

6 Government Actions in Markets (Only sections 1-3 on Housing Market w/ Rent Ceiling, Labour Market w/ Minimum Wage, Taxes)

8 Utility and Demand

10 Output and Costs

11 Perfect Competition

12 Monopoly

(entire chapter, including price discrimination and natural monopoly)

14 Oligopoly

(only section 2 on game theory -- Oligopoly Games)

15 Externalities

16 Public Goods and Common Resources (Only sections 1 & 2 – Classifying Goods and Resources & Public Goods)

17 Markets for Factors of Production

(only sections 1 and 2 -- intro to factor markets and marginal revenue product)

Note:  There may be small changes to the reading list, which will be announced as the course progresses.

E.c. Online Quizzes: Dates and Policies

### There are 6 online quizzes, worth in total 10% of the course grade. Only the best 5 quizzes count. If you miss a quiz, the other 5 quizzes count. There are no makeup quizzes. For every quiz you miss after one missed quiz, you receive zero for 2% of your course grade.

### Tentative Quiz Dates and Coverage (dates may change as course progresses):

Quiz 1 Sept 28 Micro Chs 2,3

Quiz 2 Oct 12 Micro Chs 4, 5.2-3 only, 6.1-3

Quiz 3 Nov 2 Micro Chs 8, 10

Quiz 4 Nov 16 Micro Chs 11, 12

Quiz 5 Nov 30 Micro Chs 14.2, 15  
Quiz 6 Dec 3 Micro Chs 16.1-2 only, 17.1-2 only

**You cannot access any graded quiz until you have completed Quiz Zero with a perfect score of 100% and earned the required Mastery Points from doing Study Plan “Quiz Me” questions (see next section)**.

## Online Quiz Rules

* The first quiz, **Quiz Zero**, is designed to ensure that you are familiar with this outline and all rules of this course. All of the answers to the questions in Quiz Zero may be found in the course outline. You may take Quiz Zero as many times as necessary until you get all questions right. While you will not receive any marks towards your final course grade, you will not be able to access the graded quizzes until you complete Quiz Zero with a perfect score. Quiz Zero will also help you get familiar with MyEconLab.
* There are 6 graded quizzes. Your best 5 are each worth 2%, collectively worth 10% of your final course grade. There are no make-up quizzes or alternative assignments.
* You will have at least 5 days to complete each of the 6 graded quizzes, and they can be accessed from any computer or tablet with an internet connection (**quizzes will not work on phones**), anywhere in the world. If you miss a quiz, **there will be no make-up quizzes under any circumstance**.
* Each quiz has 15 multiple choice questions. For each quiz, you have one attempt, and 30 minutes to complete it.
* You must finish a quiz once you start it.
* Besides the pre-requisite of a 100% score on Quiz Zero, you cannot access any of the graded quizzes until you earn 50% of the required Mastery Points from doing Study Plan “Quiz Me” questions for the textbook chapters for that quiz. For example, if Quiz 1 covers Chs. 2-3 and the Study Plans for those chapters have 9 possible Mastery Points (5 for Ch. 2 and 4 for Ch. 3), you must earn at least 4 Mastery Points to access graded Quiz 1.
* Every time a student takes a quiz, new questions are taken from a pool of questions, the order of the questions is scrambled, and the order of the answers is scrambled. Sometimes longer questions require you scroll down to see the entire question. If that is the case, you will see a scroll bar on the right.
* You will receive a score immediately after taking each graded quiz. **You will only be able to review each quiz after the due date.** To review quiz answers after the due date, click on the Results tab on the left navigation bar in MyEconLab.
* Do not take any quiz until you have completed reading the assigned chapters and completed as many Study Plan questions as possible. Many quiz questions are taken from the Study Plan and Sample Tests in MyEconLab. Doing those problems will dramatically improve your chances of getting a higher score on the quizzes. Remember, you have only one attempt, just like on an in-class test.
* Access all graded quizzes from the links that will appear on the Course Home page of MyEconLab.

E.d. Tests and Final Exam: Dates and Policies

### There are 2 tests worth 20% each and 1 Final exam worth 46%:

**Test 1** 20% of course grade. 1 hours. 30 MC questions chosen by instructor.   
Week of October 21. Covers material in Quizzes 1-2.

**Test 2** 20% of course grade. 1 hours. 30 MC questions chosen by instructor.  
Week of November 18. Covers material in Quizzes 3-4.

**Make-Up Test** 1 hour. 30 MC questions, chosen by instructor.  
Week of November 25. Covers material in Quizzes 1-4.

**Final Exam** 48% of course grade. 2.5 hours. 75 MC questions (30 common to all section, 45 chosen by instructor). Scheduled during the official exam period by the Registrar’s Office (December 5 - 20). Comprehensive, covering all course material, with more emphasis on material in Quizzes 5-6.

## Test and Exam Rules

* No student will be allowed to write the exam prior to the scheduled date.
* No student will be allowed to write the exam in order to improve the letter grade.
* York University is committed to respecting the religious beliefs and practices of all members of the community. In case, any of the exam dates clash with the day of your religious observance, you are responsible for contacting me **at least two weeks** in advance. To arrange for an alternative date, you must complete a Religious Accommodation Form (see Important Academic Forms section).
* Cheating and plagiarism are considered to be serious offences by York University. Please visit the Academic Integrity website http://www.yorku.ca/acadinte/students/index.htm to read the Senate Policy on Academic Honesty.
* Cell phones, electronic translators, iPods, MP3 players, and other electronic devices are not permitted in tests and exams. These items must be powered off and kept in your bag or jacket.
* **NO calculators are required or allowed for all tests and exams.**
* **This year we will begin implementing a new system to electronically validate student IDs. Students ARE REQUIRED to bring their York Student ID Card to ALL tests and exams**.
* Permissible items to carry in tests and exams are pens, pencils, student ID, coats and purses.

**Assigned Final Exam Seating**

Students will be assigned a seat for their final exam in the course. A class list with an assigned seat number for each student will be provided by instructors closer to the exam period. Please also refer to MyEconLab for this information. Students are expected to know their assigned seat when arriving at the exam writing center.

## Missed Tests

**No** permission is ever given to a student to write a test or exam in advance of its scheduled date.

* A student who misses a test will be provided the opportunity to write a make-up test at the end of the term with proper documentation supporting their absence. Failure to submit proper documentation by the required deadlines will result in a grade of zero on the test. The weight of a missed test cannot be transferred to the final exam. The only way to earn the marks if you miss a test is to write the make-up test.
* A student who misses a test will be allowed to write a make-up test **only if** the student provides a completed Registrar’s Office Attending Physician’s Statement showing a physical incapability of writing the test/exam, **dated the day of the test/exam or earlier.** Any other forms of doctor’s note, especially one stating simply that “The student was seen in my office” are not acceptable. Students who miss a test and do not provide acceptable documentation receive a grade of zero.
* Students who miss either term test and provide acceptable documentation will write the Make-Up test which is held during class time, one week after Test 2. **There is only one comprehensive Make-Up test each term, covering the material in both Tests 1 and Test 2.** You must be available at the (class) time to write the Make-Up Test. **No other times will be scheduled.** If you miss Test 1 and are granted permission to write the Make-Up Test, you must still write Test 2. If you miss Test 1, write the Make-Up test, and skip Test 2, you will receive a zero for Test 2. If you miss only Test 2 and are granted permission to write the Make-Up Test, the Make-Up Test will count only for Test 2.
* The weight of a missed term test cannot be transferred to the final exam. The only way to earn the marks if you miss a test is to write the Make-Up Test.
* The Make-Up Test is only for students who missed an original test. No student is ever allowed to write a Make-Up Test in order to improve a score from the original test.

## Deferred Final Exam Policy

Students must fill out the Deferred Standing Agreement form (see Important Academic Forms section) and submit it along with all **original** supporting documentation to the Department of Economics located in 1144 Vari Hall **within in 10 business days of the original exam date**. Submitting the form does **NOT** guarantee permission to write the deferred exam. Only submissions that meet all requirements will be granted permission. Students whose submissions are not granted will receive a zero for their final exam score.

There is only one date for the Deferred Final Exam, which will be held in early March. The exact date will be announced by early February. Deferred Standing for the final exam will be considered only under the following circumstances:

**MEDICAL CIRCUMSTANCES:** Exams missed due to medical circumstances must be supported by a York Attending Physicians Statement filled out completely by a medical doctor or licensed psychologist/counselor, dated within **48 hours of the final exam date**. The statement must include:

* Full name, mailing address, telephone number of the physician.
* The nature of the illness and its duration (i.e., specific dates covered)
* An indication of whether the illness and/or medication prescribed would have SERIOUSLY affected the student’s ability to study and perform over the period in question.

The physician’s office may be contacted to verify that the statement was actually completed by the physician.

**NON-MEDICAL CIRCUMSTANCES:** Exams missed due to non-medical circumstances must be supported by appropriate documentation, i.e., death certificates, obituary notice, automobile accident reports, airline/bus ticket receipt for emergency travel (with the date of booking on the ticket), etc. Airline/train/bus ticket/receipts for emergency travel must indicate destination, departure, and return dates. Having to work at the time of the exam or non-emergency travel are not valid excuses for missing an exam.

F. Communicating with your instructor

I am happy to support you, share advice that helps you advance, allow you to learn from my mistakes, and offer guidance to help you achieve your aspirations. To do that, I need your help: Please share your ambitions, talk to me about your ideas, tell me of the challenges you face and what you are struggling with in this course.

*Please,* don’t wait until you have a question. Introduce yourself, come and talk to me often!

You can reach out to me by

* Chatting with me after class
* Stopping by in person during office hours
* Calling or Skyping in during office hours
* Emailing me

Note: Emailing should be reserved for rare situations, such as brief administrative issues or when you are out of town.

Outline for having a brief professional conversation, e.g., with your instructor:

* *Start the conversation by introducing yourself*. State your name, major, and which year you are in. If you see the instructor during office hours or outside of class, add which course you are taking (or took in the past) with her/him. Introduce yourself even if you previously talked to the instructor. Personally, with 1500 students over multiple courses this term, I am grateful for a friendly reminder of your name and context. It will also jog my memory and remind me of previous conversations we may have had.
* *Second, state the purpose of the conversation*. Stopping by to introduce yourself, to comment on something that did or did not work for your during class this day, to ask a question, to seek advice or guidance, to inform me of something, … are all great reasons to start a conversation with your instructor (and there are many more). Stating the purpose upfront is good professional practice and, personally, knowing the purpose of our conversation will allow me to listen with intention and we will consequently have a more fruitful conversation.
* *Third, wait for the instructor to respond*. Allowing a break in the conversation at this point invites the other party to join the conversation and signals that you are willing to listen to what the other party has to say. Personally, I will likely ask you to tell me more. I might welcome your inquiry. I might anticipate a longer conversation and ask whether you’d be willing to step outside the classroom, wait until I’ve answered brief questions from other students. I might also offer to meet me at another mutually convenient time.
* When both parties have thus created and entered a joint space, *the actual conversation takes place*.
* Eventually, *you or your instructor will start the ending of the conversation.* For example, I may thank you for your comment, authenticity, and candor. I might ask you whether I have answered your question or whether my suggestions are helpful. Such a question serves two purposes. One, I want to ensure that you got out of the conversation what you came for. If I didn’t answer the question or if things didn’t go as you hoped or if the suggestions don’t appear to apply to your situation, please let me know. I will take the time to find a better explanation, more appropriate answer, and will try to offer better suited guidance. Two, if the conversation did help you move forward, then the phrase is a transition to wrapping up our conversation.
* When you recognize such a signal, *help to wrap up the conversation*. Since you jointly created your “conversation space” it is good practice to jointly wrap up your conversation. For example, you can do so with a simple acknowledgement of the conversation “It was a pleasure.” Or “This was helpful.” Or “Thank you for taking the time.” If you feel comfortable, you can circle back to the purpose of the conversation stated in the beginning, summarize what you heard or learned, reflect on which steps you will take next, or reaffirm a commitment you have made during the conversation.
* *End the conversation with a brief greeting*, such as “I will see you next class.” Or “Have a good evening.”

Rules for having a brief professional conversation, e.g., with your instructor:

* *Come prepared*. Think about the conversation for at least a few minutes before starting it. Be ready to formulate the purpose of the conversation in your second sentence. Understand which details are most relevant to the purpose and be ready to share them in a concise manner. If you have questions about the course or course material, bring specific materials (questions, passages in the book, slides, etc) that demonstrate what you are struggling with. Have these materials out and ready to work with.
* *One purpose per conversation only*. Most of the time, you will have a few minutes with the instructor with a dozen other students patiently waiting for you to be done. In respect for your classmates and for your instructor’s time, limit your conversation to one purpose/ reason. If you have several distinct issues (not just a few follow-up questions regarding the same issue) you want to discuss, pick the most important or most urgent one. If you would like to discuss a second issue, you are welcome to return to the back of the line after the conversation on the first issue has been completed. Personally, I am more than happy to discuss whatever is on your mind. You just need to take turns whenever multiple students are waiting. Occasionally, you may be the last in line to talk to the instructor after class or during office hours and the instructor may have time to hang out. These are fun times (I enjoy them!) – make use of such opportunities! For example, you can connect more with your instructor, learn about their background, or discuss some your less well-formulated thoughts and ideas.
* *Respect the instructor’s time*. When you notice that the instructor is ready to wrap up the conversation (see above outline), politely accept the signal and do your part to smoothly bringing the conversation to an end. Often there will be other students waiting to talk the instructor, do not monopolize the instructor’s time. Even when there are no other students waiting, there are other personal and professional responsibilities your instructor has to attend to. The instructor is more likely to embrace another conversation another time if they know you respect their time.

Outline for a professional email, e.g., to your instructor:

* *Select an informative subject line.* The subject line shapes the recipient’s expectations about the email. A well-formulated subject line can even increase the speed with which the recipient reads the email and responds. It also makes it more likely that the recipient can find the email again two day and a hundred new emails later. In the case of this course, *always include the course and section number* as well as a very brief key summary. For example, “Econ 1000, Sec X – typo in outline?” or “Econ 1000, Sec X – will miss test 1 due to funeral, please advise” are good subject lines.
* *Start the email with a professional greeting.* The greeting sets the tone for the email, shows that you respect the recipient, and in turn makes it more likely that you will be respected, too. Include title and last name as appropriate. Personally, I am fine with emails opening with “Dear Prof. Bernhardt-Walther” or “Hi Dr. Bernhardt-Walther” or similar greetings. From the beginning of the term onward, I do not respondto emails without greetings or with unprofessional greetings such as “Hi”, “Hi there,” “Hey you,” etc. College is a good practice ground to hone your professional writing and conversation skills. Let’s start on day one.
* *At the beginning of the first paragraph, introduce yourself*. State your name, major, and which year you are in. Also, add which course and section you are (were) enrolled in with the instructor, even if that repeats information from the subject line. The purpose of this is to make it as convenient as possible for your recipient to place everything in the correct context. Introduce yourself even if you have previously exchanged emails with the instructor. You do not need to reintroduce yourself in follow-up emails discussing the same issue.
* *Begin the second paragraph by stating the purpose of the email.* The following are good examples that let the recipient know quickly and early on what the email is about: “I am writing to clarify something in the syllabus I found confusing.” Or “I am writing to inform you that I will not be able to write test 1 at the scheduled date.” Or “I am writing to share a comment about today’s class.”
* *Fill in the second, possibly third paragraph with details.* Be as precise and concise as possible. If it is something that you would like the instructor to respond to, limit yourself to 250 words or two paragraphs. Anything that requires the instructor’s response and needs more words to be explained should be discussed in person.
* *In the last paragraph, express your expectations about the recipient’s action in a polite and professional manner.* For example, depending on the context of the email, you might write “I wanted to share this observation with you. No need to respond.”, “If you could let me know by Friday, that would be very helpful.” Or “Could you kindly clarify this issue?” Respectfully but explicitly stating your expectations helps the recipient take action and respond quickly.
* *End with a greeting and your name.* Common phrases include “Sincerely,” or “Best regards,”. You can also use phrases like “I will see you tomorrow in class.” Or “Wishing you a good weekend, ..“ .

Rules for a professional email, e.g., to your instructor:

* *Search for the answer first.* I am excited to support you and to help you succeed in this course and beyond! To make the most of my time for as many students as possible, I want to focus on providing answers and support you cannot easily find elsewhere. Before emailing me about some factual information, please spend at least 30 minutes reviewing this outline, the course Moodle website, the Department’s and the University’s website, and reach out to at least three of your classmates to see if you can find the answer in this manner. If you are not sure where in the wide York network you might find the relevant information, come and chat with me in person. I am more than happy to direct you to the appropriate sources.
* *Take time to write and edit your email.* As in any other professional context, an email to your instructor is not a quick exchange as if you ran into someone in the hallway. Instead, an email is written conversation and as such part of your permanent record. A few years later, you may ask that instructor for a letter of recommendation … and they will be able to pull up all email exchanges you have ever had with them. Treat an email as a document part of your permanent record. If you want just a “quick chat,” please seek me out in person, talk to me after class or during office hours. If something is worth being written down for another person’s attention, it should be worth your full effort and your attention.
* *Do not send attachments.* Attachments cannot be deleted independently of the email, i.e., of the track record of that conversation. They thus clutter inboxes – often time long time after the attachments are outdated and no longer relevant. There are several alternatives to sharing a file. One option is to upload the document to your Dropbox and share the link to that document in the email. One advantage of this approach is also that as you update the document, the instructor will always see the most current version. If you do not have a Dropbox account yet, I highly recommend setting one up – it will come in handy often during your studies and beyond.
* *Follow the outlines set-out above.* Structuring an email in a certain commonly used form helps both you and the recipient. You benefit by having guidance in writing a professional email faster. The recipient benefits by quickly finding relevant information exactly where they expect that information to be.

G. Getting help for Econ1000

## The Department recommends several resources to students enrolled in the course to help them succeed.

## These include:

* **ECON Clinic:** The Econ Clinic is a space devoted to helping students succeed in ECON 1000/1010. Teaching Assistants are available to answer student questions or review practice questions on material covered in the course and pertaining to quizzes and tests. Extra clinic hours will be held before each of the term tests and final exam. The clinic schedule is updated every term and can be found on the Moodle website.

## Webinars: Students enrolled in ECON 1000 and ECON 1010 have access to optional online tutorials/Webinars. You can view these pre-recorded Webinars at their own convenience. The Webinars review questions and answers that are very similar to the questions you will see on graded quizzes, tests, and exams. The Webinars help you apply what you have learned in lecture to solve multiple-choice questions. The Webinars can be found on the Moodle course website.

## PASS Sessions: ECON 1000/1010 is a very challenging course for students. PASS Sessions have been successfully implemented around the world as an effective strategy for success in such a challenging course.  All students are strongly encouraged to attend weekly PASS sessions to foster your success in this course.  Research shows that students who attend PASS sessions regularly have a significantly higher success rate than those who do not.  You can access, weekly, two-hour, peer-facilitated study sessions to help you compare notes, practice problem solving, develop learning strategies, and prepare for exams. PASS sessions are led by trained undergraduate students known as "PASS Leaders," who have successfully taken the course before and who re-attend lectures. At its core, the PASS sessions help you integrate what to learn and how to do well in Econ1000/1010 and help you become part of a community of successful economics students. A schedule of the weekly PASS sessions will be available on the course web site at the beginning of the term. They are offered on a first come basis and will be capped at 30 students, so be sure to build the time for these sessions into your weekly schedule.

## For your convenience, these resources and further information is also available online: <http://econ.laps.yorku.ca/students/course-information/econ-10001010/>

H. Academic Integrity.

* **Why**
* **How**
* **More Information**
* **Enforcement**
* **Not up the instructor**

Upholding high standards of Academic Integrity is essential for successful academic discourse, and to the pursuit of learning and scholarship. Respecting and enforcing these standards at our University also ensures that the degree you earn from York University is a strong signal your learning and academic achievement.

You uphold high standards of Academic Integrity by:

* doing and submitting only your own work
* giving credit to others for their ideas and works
* correctly quoting your sources
* correctly paraphrasing
* correctly summarizing
* not using aids or materials not allowed during tests and exams
* not assisting others on assignments, during tests and exams, except where permitted by the instructor

If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, please consult with me or seek additional information from institutional resources (see <https://spark.library.yorku.ca/academic-integrity-collaboration-and-group-work/>).  
  
  
York University takes its responsibility to uphold high academic standards very seriously. Sanctions in cases of cheating and plagiarism can include temporary and permanent records on your transcript, suspension from the course, up to suspension from the University.   
  
York University Senate Policy on Academic Honesty (<http://secretariat-policies.info.yorku.ca/policies/academic-honesty-senate-policy-on/>) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences.   
  
  
If I observe behaviour that might involve academic dishonesty, I am required to report it. It is not up to me to judge whether the behavior was unintended, a minor infraction, a first-time infraction, etc. I am professionally bound to report any suspicious behavior.

I. Deadlines and important further Documents – Overview

## Important Academic Forms

* Religious Accommodation - <http://registrar.yorku.ca/sites/registrar/files/pdf/exam_accommodation.pdf>
* Deferred Standing - <http://registrar.yorku.ca/pdf/deferred_standing_agreement.pdf>
* Attending Physician’s Statement Form - <http://registrar.yorku.ca/pdf/attending-physicians-statement.pdf>

## Important Dates

|  |  |
| --- | --- |
|  | **Fall Term 2019 (F19)** |
| Last date to add a course **without permission** of instructor  (also see Financial Deadlines) | September 17 |
| Last date to add a course with permission of instructor  (also see Financial Deadlines) | October 1 |
| Last date to drop a course without receiving a grade  (also see Financial Deadlines) | November 8 |
| Course Withdrawal Period  (withdraw from a course and receive a grade of “W” on transcript) | November 9 - December 3 |

## Important Information for Students

All students are expected to familiarize themselves with the following information, available on the [Senate Committee on Curriculum & Academic Standards webpage](http://www.yorku.ca/secretariat/policies/index-policies.html/).

* York’s Academic Honesty Policy and Procedures is located on the [York University Senate webpage](http://secretariat-policies.info.yorku.ca/policies/academic-honesty-senate-policy-on/). As per Senate Policy, academic honesty and integrity is defined as conduct that violates the ethical or legal standards of the University community or of one’s program or specialization is subject to severe penalties. Students are responsible for understanding the nature and consequences of these offences, as contained in the Senate Policy on Academic Honesty. More information on academic integrity for students can be found on the [York Academic Integrity Website.](http://www.yorku.ca/academicintegrity/students/index.htm)
* Ethics Review Process for research involving human participants located using the [Senate Policy Research Involving Human Participants link](file:///C:\Users\jillthom\AppData\Local\Temp\notes7B4D60\•%09http:\www.yorku.ca\secretariat\policies\document.php%3fdocument=94)
* Course requirement accommodation for students with disabilities, including physical, medical, systemic, learning and psychiatric disabilities can be accessed using the [Academic Accommodation for Students with Disabilities link.](http://secretariat-policies.info.yorku.ca/policies/academic-accommodation-for-students-with-disabilities-policy/)
* Information on student conduct standards can be reviewed on the [Code of Student Rights and Responsibilities webpage](http://www.yorku.ca/oscr/studentconduct.html).
* Students requiring religious accommodation should review the Religious Accommodations Guidelines using the [Religious Observance link](https://w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/wa/regobs).

1. To answer an iClicker question you must have a tablet, smartphone, or laptop with you in class. If you do not have one, Learning Technology Services (LTS) will lend you a tablet for the semester. LTS is located in DB 1050. [↑](#footnote-ref-1)