



## Course Syllabus

ECN 202

### Principles of Microeconomics

Fall 2025 (16 weeks, 18 Aug – 12 Dec)

#### Class Information

**Day and Time:** Tuesdays & Thursdays 8:00 – 9:15 a.m.

**Room Number:** E209

#### Contact Information

**Instructor Name:** Joshua N. Longmire

**Instructor Email:** [jlongmire@criswell.edu](mailto:jlongmire@criswell.edu)

#### Course Description and Prerequisites

An introduction to economic analysis and the behavior of markets. This course teaches supply and demand, equilibrium forces for a market economy, consumer behavior, and the impact of market structures on firms' decisions and behavior. The course also addresses international trade, uncertainty, capital markets, economic policy, and social insurance. (This course satisfies requirements for a Social/Behavioral Science course.)

#### Course Objectives

At the end of this course, the student should be able to:

1. Define and summarize basic economic terms and concepts in one's own words.
2. Apply and illustrate the economic way of thinking to one's personal choices and interactions with others and the world around them through written assignments.

#### Required Textbooks

*OpenStax Principles of Microeconomics 3e* (free web/PDF; ISBN-13 978-1-951693-65-7)

#### Course Requirements and Assignments

- 10% - Class Participation (See Addendum 1 for Participation Rubric)
- 30% - Weekly Reading Quizzes in Canvas. These quizzes are open book and must be completed individually. You may attempt each quiz as many times as you would like. Only the highest grade for each reading quiz will count for that week's grade.
- 20% - Midterm Exam – This is a take home exam.
- 20% - Final Exam – This is a take home exam.
- 10% - Group policy brief & presentation
- 10% - Market-Simulation Reflection

## Course/Classroom Policies and Information

**The use of generative AI will be permitted *only in specific instances* defined by the instructor and only with proper acknowledgement.**

'In this course, we may use generative AI tools (such as ChatGPT) to examine the ways in which these kinds of tools may inform our exploration of the topics of the class. You will be explicitly informed as to when and how these tools will be used, along with clear guidance for attribution if/as needed. Any use of generative AI tools outside of these parameters constitutes an instance of academic dishonesty and will be treated as such.' (paraphrase of UTAustin's sample policy at <https://ctl.utexas.edu/chatgpt-and-generative-ai-tools-sample-syllabus-policy-statements>).

### Attendance Policy

Regular canvas interaction is expected of all students; in fact it is necessary if you want to pass. Conflicting work schedules, appointments, and other activities are not acceptable excuses for missing assignments; plan for these accordingly.

**YOU ARE RESPONSIBLE** for completing the work assigned in Canvas.  
I will not be giving regular reminders for your assignments.  
This is a college class; you are expected to be able to keep up on your own.

### Class is independent of, but also connected to, Canvas.

What is on Canvas is working through the book, all of the activities and quizzes are based on the book. What happens in class is digging deeper with critical thinking discussions utilizing social and personal skills. We will discuss the same topics as are covered on Canvas, but usually after the chapter on Canvas is completed. This is to ensure a proper base of knowledge for the student before deeper discussion.

Depending on the depth we may not always be in sync with Canvas. If we are too out of sync, I may adjust the calendar as I deem necessary.

### CLASS DECORUM

**Be respectful of your classmates.** There are many different opinions, and rude or aggressive behavior will not be tolerated. We will be discussing different topics, and there are a few times when you are required to comment on others. There may come a point we discuss "touchy" topics. If you cannot handle the discussion, or someone else's opinions/beliefs, then please walk away from your computer and come back later to comment on someone else's. Personal attacks, broad generalizations and other such criticisms will not be allowed.

What is posted in Class discussions is for your class only. Sharing of other students' discussions publicly, anywhere, will result in being reported to Collin College's Dean of Students Office for Disciplinary action.

### Words of Advice

1. If you are having issues, communicate with me. Communication is key!!!
2. Please do not wait to the last minute to do the work. There is a due date for each module.
3. It is a DUE date not a DO date. Everything is available on Day 1, but locks closed after the Due date.
4. Please Do Not Wait Until The Last Minute To Do The Work
5. PLEASE DO NOT WAIT UNTIL THE LAST MINUTE TO DO THE WORK – (I cannot stress this enough)
6. Attend Class
  1. You will find that is the best way to ensure you do well
7. A student found responsible for an act of academic dishonesty by the Dean of Students will receive an appropriate academic penalty. That penalty could range from a 0 on the assignment to an F for the course grade.
8. The best way to contact me is via email at [jlongmire@collin.edu](mailto:jlongmire@collin.edu).  
**All email must be from the student's Collin email account or through Canvas.**
9. During the week, I strive to respond to student emails within 24 - 48 hours; emails sent after noon on Fridays will be responded to by the following Monday afternoon.

**If YOU Need Help:** First, send me an email. Then, send me another if it's an emergency and I haven't answered. That's what I am here for: **professors are there to help and talk with you about the course.** I urge you to take advantage of me.

### Late Work

Materials are **due on the date specified** on the syllabus or given in class; and **due in the format specified**. Most assignments will close after the due date. Failure to submit an assignment on time will result in a **zero**, I will not reopen assignments because you failed to complete it.

Materials submitted late or incorrectly will be penalized 1 letter grade (10%) immediately, with an additional letter grade deduction every day they are late. This is to be fair to your classmates: why should you get more time to complete coursework than they do and not be penalized?

Computer problems are **NOT** a valid excuse for submitting materials late. You should have a back-up plan; a secondary place with wifi, or canvas on your phone, etc. You should be saving your data (to Google Drive, a flash drive, Dropbox or any sort of backup measure), so you do not lose your data. If you choose not to back-up your data daily / hourly, or to wait until the last minute, you are playing with fire and have only yourself to blame when you get burned.

### Scholastic Dishonesty:

It is the policy that cheating, and plagiarism **will not be tolerated** under any circumstances. Violations will result in immediate disciplinary action to the fullest extent of the policy according to the current Collin Student Handbook.

This means all work is independent unless otherwise stated.

This means all work is to be your own, unless otherwise stated.

You should never cut paste answers from anywhere/anyone, unless specifically directed to.

A student found responsible for an act of academic dishonesty by the Dean of Students will receive an appropriate academic penalty. That penalty could range from a 0 on the assignment to an F for the course grade.

### **Final Notes on this Syllabus**

Course Calendar: Readings, assignments, and exam dates can be found on the last pages of this syllabus.

Dr. Longmire reserves the right to make changes or modifications, if necessary, to this syllabus. Any major changes or modifications will be provided to the students in printed form and/or emailed to the class.

### **Video Recording**

To ensure FERPA compliance when a course is live-streamed or recorded, students can opt out of video recordings by requesting seating in a designated area off camera. Students who sit outside of this area are giving implicit permission to be recorded.

### **Class Attendance:**

Students should only enroll in courses they are able to attend regularly.

- **On-campus** students are expected to attend class **in person** according to the course syllabus.
- Students enrolled in the **online section** must pay any applicable online course fees.
- Online students are expected to attend class **synchronously** at the scheduled time via the designated video conferencing platform, Zoom, found in the left-hand global menu in Canvas.
- Online students must have their **cameras turned on with sound muted** during class, and actively participate in discussions and activities. In order to be properly identified, students must upload a picture ID to their Canvas Account Profile *prior to the first online meeting*. For instructions on how to upload a profile picture, [click here](#).

### **Missed Classes:**

- Each instructor may decide how attendance impacts your grade and learning objectives. Details are provided within the course syllabus.
- Students are responsible for catching up on any material missed due to absence or tardiness.
  - Instructors are **not required** to allow make-up work for missed classes.

### **Attendance & Financial Aid:**

- Students receiving **grants, loans, or scholarships** must meet participation requirements set by the college.
- It is the student's responsibility to:
  - Review relevant sections of the Academic Catalog.

- Contact the **Financial Aid Office** for details on how attendance affects aid.
- Understand the consequences of non-participation.

**Census Period Attendance Requirement:**

- Though Criswell College does not officially take attendance, it must verify that students **begin their courses** to meet federal aid regulations.
- **During the census period** (first two weeks of a 16-week semester or first week of shorter terms), students must participate in **academically related activities**, or they may be dropped from the course.

**Examples of Qualifying Activities:**

- Attending class in person or via live video with the instructor present
- Submitting an assignment, quiz, or exam
- Taking part in assigned tutorials, study groups, or discussion boards
- Having documented communication with the instructor about course content

**Important Note:**

Simply logging into Canvas or a Zoom session without participating (e.g., camera off, no interaction) **does not count** as attendance.

**Canvas:**

- Criswell College uses Canvas as its web-based Learning Management System (LMS).
- **For online courses** at Criswell College, instructors use Canvas to:
  - Organize course content on a module basis using organizational tools within Canvas
  - Control the timing of course requirements through module control or assignment due dates to ensure that students are engaged for the full length of the semester or term
  - Accept assignments from students only inside the Canvas course (emailed assignments are not acceptable)
  - Provide written feedback on assignments only within Canvas, preferably through Speedgrader
  - Use the Announcement or e-mail feature in Canvas to communicate with the students rather than by broadcasting to a class email listserv outside of canvas
  - Use Zoom in Canvas for all “live” (synchronous) class sessions

**Important Note:**

Students needing assistance with Canvas should contact the Canvas Help Support line at 844-358-6140. Tech support is available at this number, twenty-four hours a day.

## Campus Closure

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure’s impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student’s Criswell College e-mail account.)

In order to make progress toward the courses’ objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or

course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus's closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

## **Incomplete Grades**

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their instructors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the close of the term or semester in which the grade was awarded, or the "I" will become an "F."

## **Academic Honesty**

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

## **Institutional Assessment**

Material submitted by students in this course may be used for assessment of the college's academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student's course grade or academic standing at the college. Before submitting a student's work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

## **Institutional Email Policy**

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to

respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

## **Disabilities**

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

## **Intellectual Property Rights**

Unless otherwise specifically instructed in writing by the instructor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

## **Research and Writing Standards**

The default writing style for written assignments in Criswell College Courses is the latest edition of *A Manual for Writers of Research Papers, Theses and Dissertations* by Kate Turabian. However, instructors are free to require alternative writing styles in their courses. These styles include but are not limited to the American Psychological Association (APA), Chicago Manual of Style, Modern Language Association (MLA), and Society of Biblical Literature (SBL) writing guides.

## **Resources and Supports**

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at [studenttechsupport@criswell.edu](mailto:studenttechsupport@criswell.edu).

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or [studentservices@criswell.edu](mailto:studentservices@criswell.edu). The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information is located on the college website at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

Wallace Library: Students can access a wide range of academic resources and receive research assistance by contacting or visiting the Wallace Library, located on the second floor of the Education Building.

Login credentials for accessing the library's databases are emailed to students near the beginning of each semester.

For more information or assistance, email the Wallace Library at [library@criswell.edu](mailto:library@criswell.edu) or visit [www.criswell.edu/academics/wallace-library/](http://www.criswell.edu/academics/wallace-library/).

Tutoring Center: Students are encouraged to consult with tutors to enhance their skills and build confidence. All tutors are recommended by faculty to ensure they are qualified to support the student body. To meet with a tutor, students can schedule an appointment through Calendly at <https://calendly.com/criswell-tutoringcenter>. The Tutoring Center is located in room E203 of the Education Building.

For questions, email [tutoringcenter@criswell.edu](mailto:tutoringcenter@criswell.edu).

## Course Outline/Calendar

Wk	Date (T / Th)	Topic & Chapter(s)	In-Class Focus / Due Items
1	Aug 19 / Aug 21	Course welcome; <b>Ch 1</b> What is Economics?	Diagnostic quiz; form project teams. (First day of classes 18 Aug)
2	Aug 26 / Aug 28	<b>Ch 2</b> Scarcity & PPF	Quiz 1; Homework 1 assigned. <i>Last day to drop 28 Aug</i>
3	Sep 2 / Sep 4	<b>Ch 3</b> Demand & Supply	Market experiment; Quiz 2
4	Sep 9 / Sep 11	<b>Ch 3</b> price controls; <b>Ch 5 §5.1-5.2</b> elasticity intro	Elasticity mini-lab; Problem set 2
—	<b>Mon 1 Sep – Labor Day (campus closed)</b>		
5	Sep 16 / Sep 18	<b>Ch 5 §5.3-5.4</b> elasticity apps; <b>Ch 6</b> Consumer Choice	Quiz 3; Policy-brief proposal due
6	Sep 23 / Sep 25	<b>Ch 7</b> Production & Costs	Cost-curve workshop; Quiz 4
7	Sep 30 / Oct 2	<b>Ch 8</b> Perfect Competition	Supply game; Quiz 5
8	Oct 7 / Oct 9	<b>Ch 9</b> Monopoly → <b>Mid-Term Exam (Thu)</b>	Review Tue; Mid-term Thu
—	<b>Oct 14 / Oct 16 — Student Development Week (no regular class)</b>		
9	Oct 21 / Oct 23	<b>Ch 10</b> Monopolistic Competition & Oligopoly	Cournot simulation; <i>Last day to withdraw 23 Oct</i>
10	Oct 28 / Oct 30	<b>Ch 11-12</b> Antitrust & Externalities	Market-simulation reflection due Tue
11	Nov 4 / Nov 6	<b>Ch 13-14</b> Public Goods & Labor Markets	Quiz 7; Homework 4; Draft policy brief due Thu
12	Nov 11 / Nov 13	<b>Ch 15-16</b> Poverty, Inequality & Information	Quiz 8
13	Nov 18 / Nov 20	<b>Ch 17-18</b> Financial Markets & Public Economy	Quiz 9
—	<b>Nov 24-27 — Fall Break &amp; Thanksgiving Holiday (no class Tue/Thu)</b>		
14	Dec 2 / Dec 4	<b>Ch 19-20</b> International Trade & Globalization	Presentation session Thu; Quiz 10 (review)
16	<b>Tue 9 Dec</b>	<b>Final Exam (comprehensive)</b>	8:00-10:00 a.m., E209 (college exam week 9-12 Dec)

## Addendum 1

### Rubric for Assessing Student Participation

Criterion	Exemplary (3 pts)	Proficient (2 pts)	Developing (1 pt)	Unacceptable (0 pts)
Frequency of Participation	Initiates contributions related to the class topic more than once per class; asks questions of the professor and peers; responds promptly to direct questions.	Initiates one topic-related contribution per class; asks questions of the professor; responds to direct questions.	Does not initiate contributions; speaks only when the instructor solicits input; does not ask questions.	Unable to contribute even when prompted; fails to ask or answer questions.
Quality of Comments	Always insightful and constructive; uses appropriate terminology; balances general impressions, opinions, and specific, thoughtful critiques; comments deepen the analysis of the topic.	Mostly insightful and constructive; generally, uses appropriate terminology; occasional comments are too general or slightly off-topic.	Occasionally constructive with limited insight; rarely uses appropriate terminology; comments sometimes stray from the topic or distract the discussion.	Comments are uninformative, rely on personal taste (“I love it,” “It’s bad,” etc.); lack appropriate terminology; distract from the discussion.
Listening Skills	Listens attentively; builds on others’ remarks; incorporates and expands classmates’ ideas into the dialogue.	Generally attentive; comments reflect and build on others’ points.	Often inattentive; may need reminders to stay focused; occasionally disrupts while others speak; comments frequently non-responsive.	Does not listen; regularly talks over classmates, shows visible inattention (e.g., side conversations, sleeping), or makes inappropriate interjections.
Classroom Conduct & Respect for Others	Avoids laptop/phone use during discussion; maintains eye contact; encourages diverse viewpoints; seeks to learn from others’ experiences and backgrounds.	Shows respect by avoiding devices while others speak; maintains eye contact; avoids personal attacks during disagreements.	Frequently distracted or inattentive; may dominate conversation or show discourtesy (e.g., frequent interruptions).	Rude, insulting, or otherwise inappropriate toward classmates or instructor.