

**City University of Hong Kong
Course Syllabus**

**offered by Department of Economics and Finance
with effect from Semester A 2017/18**

Part I Course Overview

Course Title:	Microeconomics
Course Code:	CB2400
Course Duration:	1 Semester
Credit Units:	3
Level:	B2
Proposed Area: <i>(for GE courses only)</i>	<input type="checkbox"/> Arts and Humanities <input type="checkbox"/> Study of Societies, Social and Business Organisations <input type="checkbox"/> Science and Technology
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: <i>(Course Code and Title)</i>	Nil
Precursors: <i>(Course Code and Title)</i>	Nil
Equivalent Courses: <i>(Course Code and Title)</i>	FB2400 Economics I
Exclusive Courses: <i>(Course Code and Title)</i>	GE2258 Making Sense of Economics

Part II Course Details

1. Abstract

This course aims to facilitate students' learning of basic concepts of microeconomics, and their application to the real world. Students would be encouraged to develop their attitude and ability to discover and innovate.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs [#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Identify, outline, analyze, and synthesize basic microeconomic concepts. Students are encouraged to analyze the basic microeconomic concepts and to synthesize them into a coherent economic structure.	70.0%		√	
2.	Apply basic microeconomic concepts to the real-world economic issues.	25.0%			√
3.	Learn to learn (develop learning attitude through reflection). A good learning attitude would help students in this and higher level courses.	5.0%	√		
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

[#] Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.			Hours/week (if applicable)
		1	2	3	
Lectures	Both large-group and in-class group interactions would be used to facilitate students' attainment of the CILOs 1 and 2. The lectures facilitate students' understanding of the basic concepts, including their synthesis and their uses in the real world. The in-class group learning activities allowing deeper understanding of the core concepts. Real-world cases in lectures would develop students' ability to apply the basic economic concepts to real-world economic issues.	√	√		
Concept maps	Concept maps would be used to visually unify different concepts into a coherent structure. The maps would assist students to discover the interrelationships embedded in economics, and enhance their holistic understanding of economics.	√			
Real-world cases	Local and region economic examples and cases would be used in lectures and tutorials to teach students how to put theory into practice.		√		
Self-learning through "Reflect and Learn" exercise	The "reflect and Learn" exercise is designed to help students develop their learning attitude through reflecting their learning progress, and improving their study through identifying and adopting an appropriate set of learning skills and methods.			√	

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.			Weighting*	Remarks
	1	2	3		
Continuous Assessment: 50%					
Multiple-choice and/ or short questions	√			45%	
"Reflect and Learn" exercise			√	5%	
Examination: 50% (duration: 2 hours, if applicable)					
Final examination	√	√		50%	Multiple-choice and/ or short questions, and essay questions on real-world cases
				100%	

* The weightings should add up to 100%.

Students are required to pass both coursework and examination components in order to pass the course.

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
Final Examination		Strong evidence of original thinking; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base. Students have demonstrated very strong overall ability to discover and innovate, and shown very strong evidence of accomplishments in discovery.	Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature. Students have demonstrated strong overall ability to discover and innovate, and shown strong evidence of accomplishments in discovery.	Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material. Students have demonstrated some ability to discover and innovate, and shown satisfactory evidence of accomplishments in discovery.	Sufficient familiarity with the subject matter to enable the student to progress without repeating the course. Students have demonstrated marginal ability to discover and innovate, and shown marginal evidence of accomplishments in discovery.	Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited or irrelevant use of literature. Students have demonstrated little evidence of ability to discover and innovate, and shown little evidence of accomplishments in discovery.
Multiple-choice and/ or short questions						
“Reflect and Learn” exercise						

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

Economic system: Market vs. command system; Basic supply and demand model, including elasticities; Theories of consumer, producer, and cost; Market structure: Perfect competition, monopoly, monopolistic competition, and oligopoly; Market failure.

2. Reading List

Recommended Reading:

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	K.E. Case, R.C. Fair & S.M. Oster, Principles of Economics, Tenth Edition, Pearson Education, 2012.
2.	T.M. Ho & R. Man, Microeconomics: A Synthesis, Second Edition, Pearson Prentice Hall, 2007.
3.	P. Krugman & R. Wells, Economics, Second Edition, Worth Publishers, 2010.
4.	N.G. Mankiw, Principles of Economics, Sixth Edition, Cengage Learning, 2012.
5.	P.A. Samuelson & W.D. Nordhaus, Economics, Nineteenth Edition, McGraw Hill, 2010.

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	The Economist, http://www.economist.com/index.html
2.	Financial Times, http://news.ft.com
3.	The Wall Street Journal, https://secure.wsj-asia.com
4.	China Daily, http://www.chinadaily.com.cn/home/index.html
5.	South China Morning Post, http://www.scmp.com/portal/site/SCMP/