

EF3442: INTERMEDIATE MICROECONOMICS

Effective Term

Semester A 2023/24

Part I Course Overview

Course Title

Intermediate Microeconomics

Subject Code

EF - Economics and Finance

Course Number

3442

Academic Unit

Economics and Finance (EF)

College/School

College of Business (CB)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

CB2400 Microeconomics or FB2400 Economics I
and
EF2452 Mathematics for Economics and Finance

Equivalent Courses

EF3440 Microeconomics for Business Strategy
EF3440A Microeconomics for Business Strategy

Exclusive Courses

Nil

Part II Course Details

Abstract

This course aims at equipping students with an in-depth understanding of microeconomic concepts, analyses, and their applications in the real world. This course builds upon some basic knowledge in economics, and provides students with a

balanced coverage of both standard/traditional and modern microeconomic theories. It aims at equipping students with an in-depth understanding of various economic tools for analyzing market behavior and decision making at consumer and firm levels. The course will also cover techniques of optimization, equilibrium and strategic interaction in detail in the context of problems relating to consumers and firms. The standard models of the general theory of microeconomics (such as the models of consumer theory, perfect competition, and monopoly) will be studied extensively to establish a concrete microeconomic understanding. Several applications of the basic theory (such as the analyses of the effects of taxation and government regulation) will also be introduced. A considerable amount of time will be devoted to study game theory through which modern microeconomic theory functions. Various applications of game theory to oligopolistic markets, uncertainty and asymmetric information will also be covered (given that time permits). The course meets weekly for a three-hour lecture. The lectures introduce theories/models and problem solving sessions that mainly focus on applying the microeconomic models to real world problems.

Course Intended Learning Outcomes (CILOs)

| CILOs | | Weighting (if app.) | DEC-A1 | DEC-A2 | DEC-A3 |
|-------|--|---------------------|--------|--------|--------|
| 1 | Demonstrate a solid understanding of the traditional microeconomic theory of individuals' and firms' behaviors; recognize the connections among different microeconomic theories. | 25 | x | x | |
| 2 | Apply economic theories to real-world decision making in various business environments. Students are expected to make use of the information in a context different from the one given in the lecture, and apply the theories to real life. | 25 | x | x | |
| 3 | Analyze and predict the outcome of strategic interactions among individuals and/or firms; compare and integrate microeconomic theories and identify them between individuals and firms. | 25 | x | x | x |
| 4 | Comprehend and explain the economic importance of market imperfections, such as transactions costs, uncertainty, asymmetric information, and externalities; interpret and infer the information acquired from the lecture to make decisions based on in-depth reflection, criticism, and assessment. | 25 | x | x | x |

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 real-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.

Teaching and Learning Activities (TLAs)

| TLAs | | Brief Description | CILO No. | Hours/week (if applicable) |
|------|---|--|------------|----------------------------|
| 1 | 1 | <p>Lectures</p> <p>The lecture is designed to provide basic concepts and models for analyzing consumer and firm behavior. The lecturer encourages students to think critically and logically by asking students to respond to questions and getting students to solve the problems by themselves rather than giving out the solutions.</p> <p>Current issues will also be discussed in the lectures to enhance students' understanding of the various microeconomic phenomena.</p> | 1, 2 | 3 hours per week |
| 2 | 2 | <p>Problem Sets</p> <p>Problem sets will be assigned regularly. The students will be asked to find the numerical and analytical solutions to the problems utilizing the methods taught in the lectures with the help of calculus.</p> | 2, 3, 4 | |
| 3 | 3 | <p>Mid-term Examination</p> <p>The mid-term exam contains short essay questions and problems. Short essay questions tests students' understanding of key concepts and theories whereas the problem tests the students' ability to analytically solve numerical problems.</p> | 1, 2, 3, 4 | |

| | | | | |
|---|---|--|------------|--|
| 4 | 4 | <p>Quizzes Quizzes are designed to test students' knowledge and understanding of specific topics covered in class. They may consist of multiple-choice questions, true/false questions, short answer questions, or a combination of these formats. Quizzes will be administered every few weeks to help students track their progress, identify areas where they need further study, and reinforce key concepts.</p> | 1, 2, 3, 4 | |
|---|---|--|------------|--|

Assessment Tasks / Activities (ATs)

| | ATs | CILO No. | Weighting (%) | Remarks (e.g. Parameter for GenAI use) |
|---|---|-----------------|----------------------|---|
| 1 | <p>Midterm exam Students will be assessed via the examination their understanding of the theoretical frameworks learned in class, textbooks, reading materials and their ability to apply the theoretical frameworks.</p> | 1, 2, 3, 4 | 20 | |
| 2 | <p>Quizzes Students will be assessed via quizzes for knowledge and understanding of specific topics covered in class.</p> | 1, 2, 3, 4 | 15 | |
| 3 | <p>Problem sets Students will be assigned problem sets to assess their understanding of the theoretical frameworks learned in class and their ability to apply these frameworks to real-world problems.</p> | 2, 3, 4 | 15 | |

Continuous Assessment (%)

50

Examination (%)

50

Examination Duration (Hours)

2

Assessment Rubrics (AR)

Assessment Task

1. Midterm exam

Criterion

1. Understanding of key concepts
2. Application of theoretical frameworks
3. Critical thinking and problem solving

Excellent (A+, A, A-)

1. Demonstrate a deep understanding of key concepts.
2. Accurately applies relevant theoretical frameworks to analyze and solve complex problems.
3. Consistently uses critical thinking skills to analyze and evaluate economic problems, and develops well-reasoned solutions.

Good (B+, B, B-)

1. Demonstrate a good understanding of most concepts.
2. Generally applies relevant theoretical frameworks to analyze and solve problems, with some minor inaccuracies.
3. Often uses critical thinking skills to analyze and evaluate economic problems, and develops reasonable solutions.

Fair (C+, C, C-)

1. Demonstrates a satisfactory understanding of some concepts.
2. Applies some relevant theoretical frameworks to analyze and solve problems but may struggle with complex situations.
3. Sometimes uses critical thinking skills to analyze and evaluate economic problems but may struggle to develop solutions.

Marginal (D)

1. Demonstrates a poor understanding of some concepts.
2. Struggles to apply theoretical frameworks to analyze and solve problems, or applies them inaccurately.
3. Rarely uses critical thinking skills to analyze or evaluate economic problems, and struggles to develop solutions.

Failure (F)

1. Little evidence of familiarity with the concepts.
2. Little evidence of ability to apply theoretical frameworks to analyse and solve problems.
3. Never uses critical thinking skills to analyze or evaluate economic problems, and struggles to develop solutions.

Assessment Task

2. Quizzes

Criterion

1. Understanding of key concepts
2. Application of theoretical frameworks
3. Critical thinking and problem solving

Excellent (A+, A, A-)

1. Demonstrate a deep understanding of key concepts.
2. Accurately applies relevant theoretical frameworks to analyze and solve complex problems.
3. Consistently uses critical thinking skills to analyze and evaluate economic problems, and develops well-reasoned solutions.

Good (B+, B, B-)

1. Demonstrate a good understanding of most concepts.
2. Generally applies relevant theoretical frameworks to analyze and solve problems, with some minor inaccuracies.
3. Often uses critical thinking skills to analyze and evaluate economic problems, and develops reasonable solutions.

Fair (C+, C, C-)

1. Demonstrates a satisfactory understanding of some concepts.
2. Applies some relevant theoretical frameworks to analyze and solve problems but may struggle with complex situations.
3. Sometimes uses critical thinking skills to analyze and evaluate economic problems but may struggle to develop solutions.

Marginal (D)

1. Demonstrates a poor understanding of some concepts.
2. Struggles to apply theoretical frameworks to analyze and solve problems, or applies them inaccurately.
3. Rarely uses critical thinking skills to analyze or evaluate economic problems, and struggles to develop solutions.

Failure (F)

1. Little evidence of familiarity with the concepts.
 2. Little evidence of ability to apply theoretical frameworks to analyze and solve problems.
 3. Never uses critical thinking skills to analyze or evaluate economic problems, and struggles to develop solutions.
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Assessment Task

3. Problem sets

Criterion

1. Understanding of key concepts
2. Application of theoretical frameworks
3. Critical thinking and problem solving

Excellent (A+, A, A-)

1. Demonstrate a deep understanding of key concepts.
2. Accurately applies relevant theoretical frameworks to analyze and solve complex problems.
3. Consistently uses critical thinking skills to analyze and evaluate economic problems, and develops well-reasoned solutions.

Good (B+, B, B-)

1. Demonstrate a good understanding of most concepts.
2. Generally applies relevant theoretical frameworks to analyze and solve problems, with some minor inaccuracies.
3. Often uses critical thinking skills to analyze and evaluate economic problems, and develops reasonable solutions.

Fair (C+, C, C-)

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2. Applies some relevant theoretical frameworks to analyze and solve problems but may struggle with complex situations.
3. Sometimes uses critical thinking skills to analyze and evaluate economic problems but may struggle to develop solutions.

Marginal (D)

1. Demonstrates a poor understanding of some concepts.
2. Struggles to apply theoretical frameworks to analyze and solve problems, or applies them inaccurately.
3. Rarely uses critical thinking skills to analyze or evaluate economic problems, and struggles to develop solutions.

Failure (F)

1. Little evidence of familiarity with the concepts.
2. Little evidence of ability to apply theoretical frameworks to analyse and solve problems.
3. Never uses critical thinking skills to analyze or evaluate economic problems, and struggles to develop solutions.

Assessment Task

4. Final examination

Criterion

1. Understanding of key concepts
2. Application of theoretical frameworks
3. Critical thinking and problem solving

Excellent (A+, A, A-)

1. Demonstrate a deep understanding of key concepts.
2. Accurately applies relevant theoretical frameworks to analyze and solve complex problems.
3. Consistently uses critical thinking skills to analyze and evaluate economic problems, and develops well-reasoned solutions.

Good (B+, B, B-)

1. Demonstrate a good understanding of most concepts.
2. Generally applies relevant theoretical frameworks to analyze and solve problems, with some minor inaccuracies.
3. Often uses critical thinking skills to analyze and evaluate economic problems, and develops reasonable solutions.

Fair (C+, C, C-)

1. Demonstrates a satisfactory understanding of some concepts.
2. Applies some relevant theoretical frameworks to analyze and solve problems but may struggle with complex situations.
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1. Demonstrates a poor understanding of some concepts.
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3. Rarely uses critical thinking skills to analyze or evaluate economic problems, and struggles to develop solutions.

Failure (F)

1. Little evidence of familiarity with the concepts.
2. Little evidence of ability to apply theoretical frameworks to analyse and solve problems.
3. Never uses critical thinking skills to analyze or evaluate economic problems, and struggles to develop solutions.

Part III Other Information

Keyword Syllabus

Supply and demand, Indifference curves, Production costs, Perfect vs. Monopolistic competition, Oligopoly, Game theory, Pricing strategies, Asymmetric information, and Market failure.

Reading List

Compulsory Readings

| Title | |
|-------|--|
| 1 | Vohra, R. (2020). Prices and Quantities: Fundamentals of Microeconomics Cambridge: Cambridge University Press. |

Additional Readings

| Title | |
|-------|-----|
| 1 | Nil |