



| Teaching Guide | | | | |
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| Identifying Data | | | | 2019/20 |
| Subject (*) | Principles of Microeconomics | Code | 611G01001 | |
| Study programme | Grao en Economía | | | |
| Descriptors | | | | |
| Cycle | Period | Year | Type | Credits |
| Graduate | 1st four-month period | First | Basic training | 6 |
| Language | SpanishEnglish | | | |
| Teaching method | Face-to-face | | | |
| Prerequisites | | | | |
| Department | Economía | | | |
| Coordinador | Couñago Garrido, Celia | E-mail | c.counago@udc.es | |
| Lecturers | Calo Blanco, Aitor Couñago Garrido, Celia | E-mail | aitor.calo@udc.es c.counago@udc.es | |
| Web | | | | |
| General description | The aim of this subject is to show a general perspective of how markets work. The course also studies the consumer's behaviour. All the analyses are presented in terms of both simple mathematical models and graphic representations. | | | |

| Study programme competences / results | |
|---------------------------------------|---|
| Code | Study programme competences / results |
| A1 | CE1- Contribuír á boa xestión da asignación de recursos tanto no ámbito privado como no público. |
| A2 | CE2-Identificar e anticipar problemas económicos relevantes en relación coa asignación de recursos en xeral, tanto no ámbito privado como no público. |
| A3 | CE3-Aportar racionalidade á análise e á descripción de calquera aspecto da realidade económica. |
| A4 | CE4-Avaliar consecuencias e distintas alternativas de acción e seleccionar as mellores, dados os obxectivos. |
| A5 | CE5-Emitir informes de asesoramento sobre situación concretas da economía (internacional, nacional ou rexional) ou de sectores da mesma. |
| A6 | CE6-Redactar proxectos de xestión económica a nivel internacional, nacional ou rexional. Integrase na xestión empresarial. |
| A7 | CE7-Identificar as fontes de información económica relevante e o seu contido. |
| A8 | CE8-Entender as institucións económicas como resultado e aplicación de representacións teóricas ou formais acerca de cómo funciona a economía. |
| A9 | CE9-Derivar dos datos información relevante imposible de recoñecer por non profesionais. |
| A10 | CE10-Usar habitualmente a tecnoloxía da información e as comunicación en todo a seu desempeño profesional. |
| A11 | CE11Leer e comunicarse no ámbito profesional en máis dun idioma, en especial en inglés. |
| A12 | CE12-Aplicar á análise dos problemas criterios profesionais baseados no manexo de instrumentos técnicos. |
| A13 | CE13-Comunicarse con fluidez no seu contorno e traballar en equipo. |
| B1 | CB1 - Que os estudantes demostren posuir e comprender coñecementos nun área de estudo que parte da base da educación secundaria xeral, e que soe encontrar nun nivel que, aínda que se apoia en libros de texto avanzados, inclúe tamén algúns aspectos que implican coñecementos procedentes da vangarda do seu campo de estudo. |
| B2 | CB2 - Que os estudantes saiban aplicar os seus coñecementos ó seu traballo ou vocación dun xeito profesional e posúan as competencias que se demostran por medio da elaboración e defensa de argumentos e a resolución de problemas dentro da su entorna de traballo. |
| B3 | CB3 - Que os estudantes teñan a capacidade de reunir e interpretar datos relevantes (normalmente dentro da su área de estudo) para emitir xuízos que inclúan unha reflexión sobre temas relevantes de índole social, científica ou ética |
| B4 | CB4 - Que os estudantes poidan transmitir información, ideas, problemas e solucións a un público tanto especializado como non especializado |
| B5 | CB5 - Que os estudantes desenvolvesen aquelas habilidades de aprendizaxe necesarias para emprender estudos posteriores cun alto grao de autonomía |
| B6 | CG1- Que os estudantes formados se convertan en profesionais capaces de analizar, reflexionar e intervir sobre os diferentes elementos que constitúen un sistema económico |



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| B7 | CG2 - Que os estudantes coñezan o funcionamento e as consecuencias dos sistemas económicos, as distintas alternativas de asignación de recursos, acumulación de riqueza e distribución da renda e estean en condicións de contribuír ao seu bo funcionamento e mellora |
| B8 | CG3 -Que os estudantes sexan capaces de identificar e anticipar os problemas económicos relevantes, identificar alternativas de resolución, seleccionar as máis axeitadas e avaliar os resultados aos que conduce. |
| B9 | CG4 -Que os estudantes respecten os dereitos fundamentais e de igualdade de oportunidades, non discriminación e accesibilidade universal das persoas con minusvalidez. |
| C1 | CT1-Expresarse correctamente, tanto de forma oral coma escrita, nas linguas oficiais da comunidade autónoma. |
| C2 | Dominar a expresión e a comprensión de forma oral e escrita dun idioma estranxeiro. |
| C3 | Utilizar as ferramentas básicas das tecnoloxías da información e as comunicacións (TIC) necesarias para o exercicio da súa profesión e para a aprendizaxe ao longo da súa vida. |
| C4 | CT2-Desenvolverse para o exercicio dunha cidadanía aberta, culta, crítica, comprometida, democrática e solidaria, capaz de analizar a realidade, diagnosticar problemas, formular e implantar solucións baseadas no coñecemento e orientadas ao ben común. |
| C5 | CT3-Entender a importancia da cultura emprendedora e coñecer os medios ao alcance das persoas emprendedoras. |
| C6 | CT4-Valorar criticamente o coñecemento, a tecnoloxía e a información dispoñible para resolver os problemas cos que deben enfrontarse. |
| C7 | CT5-Asumir como profesional e cidadán a importancia da aprendizaxe ao longo da vida. |
| C8 | CT6-Valorar a importancia que ten a investigación, a innovación e o desenvolvemento tecnolóxico no avance socioeconómico e cultural da sociedade. |

| Learning outcomes | | | |
|---|--|--|----------------------------------|
| Learning outcomes | Study programme competences / results | | |
| Learn the basic concepts and relationships of the Microeconomic Theory. | | B1 B2 B3 B4 B9 | C1 C2 C3 C4 C5 |
| Identify economic opportunities in order to benefit from them; assign scarce resources; assess final outcomes; etc. Respect the basic human rights and the ideal of equality of opportunity. | A1 A2 A3 A5 A8 A9 A10 A11 A12 A13 | B1 B3 B4 B5 B6 B7 B8 | C2 C3 |
| Understand the basic microeconomic concepts by means of different reference textbooks. Elaborate arguments to solve different economic problems. Develop the ability to interact with other skilled workers. Communicate ideas, problems, solutions, etc. to both specialized and non-specialized audience. Obtain and develop the skills to enroll in postgraduate programs. | A1 A2 A3 A4 A6 A7 A11 | | C1 C3 C5 C6 C7 C8 |

| Contents | |
|----------------------|---|
| Topic | Sub-topic |
| PART 1: INTRODUCTION | Economics. Preliminaries The Basics of Supply and Demand |



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|--------------------------------|---|
| PART 2: CONSUMER THEORY | Consumer Behaviour Individual and Market Demand |
| PART 3: THE THEORY OF THE FIRM | Production The Cost of Production |
| PART 4: MARKET STRUCTURE | Profit Maximization and Competitive Supply The Analysis of Competitive Markets Market Power: Monopoly |

| Planning | | | | |
|---------------------------------|--|--------------------------------------|-------------------------------|-------------|
| Methodologies / tests | Competencies / Results | Teaching hours (in-person & virtual) | Student?s personal work hours | Total hours |
| Guest lecture / keynote speech | A1 A2 A3 A4 A7 A8 A11 B1 B4 B7 B8 C4 C6 C8 | 17 | 34 | 51 |
| Problem solving | A5 A9 A12 B2 | 5 | 15 | 20 |
| Case study | A6 A10 B3 C3 | 10 | 10 | 20 |
| Seminar | B5 B6 C1 C2 | 4 | 0 | 4 |
| Directed discussion | A13 B9 | 10 | 14 | 24 |
| Mixed objective/subjective test | C5 C7 | 2 | 18 | 20 |
| Personalized attention | | 11 | 0 | 11 |

(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

| Methodologies | |
|---------------------------------|---|
| Methodologies | Description |
| Guest lecture / keynote speech | Lectures with media support, that may be completed with the introduction of questions to students to boost interactive learning and improve the knowledge transmission |
| Problem solving | Practical issues to solve in interactive sessions |
| Case study | The student is faced to a particular problem (the case) that describes a real or supposed professional situation and he (she) must be able to analyze and solve it. |
| Seminar | Group Mentoring: The whole group is divided in two subgroups (the half of the students in each one -about 15 students each-) and there will be four mentoring group hours for each subgroup along the course. |
| Directed discussion | Theoretical and practical issues to resolve in ineteractive sessions |
| Mixed objective/subjective test | Written test that may combine multiple choice questions, sorting, short-answer and / or discrimination |

| Personalized attention | |
|---|--|
| Methodologies | Description |
| Problem solving Case study Directed discussion Seminar | Interactive sessions aim to deal individually with all students in order to monitor their performance. |

| Assessment | | | |
|-----------------|------------------------|--|---------------|
| Methodologies | Competencies / Results | Description | Qualification |
| Problem solving | A5 A9 A12 B2 | The handing over of the solution to the exercises proposed by the teachers will be assessed. | 10 |
| Case study | A6 A10 B3 C3 | The handing over of the solution to the exercises proposed by the teachers will be assessed. | 10 |



| | | | |
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| Mixed objective/subjective test | C5 C7 | At some point of the term written tests will be set, and they will be part of the final mark. In order to pass the subject, it is compulsory to obtain, at least, 3,5 of a maximum level of 7 points. | 70 |
| Directed discussion | A13 B9 | The handing over of the solution to the exercises proposed by the teachers will be assessed. | 10 |

Assessment comments

In order to pass the subject any student must obtain, at least, 5 points of a maximum of 10. Additionally, s/he needs to get at least 3,5 points (of a maximum of 7) in the final written exam. The student will get the "No Presentado" final mark in the case in which s/he does not take part in at least 20% of the assessments activities.

All the issues that will be covered throughout the term are described in the Syllabus. The sources of information to follow the course are detailed in the References. Those who have to make use of the second opportunity (July) to pass the subject will be evaluated exactly as those who have passed the subject in the first opportunity (January). Those who use the "early opportunity" must get at least 5, out of 10, to pass the subject. The same criterion will be applied to the part time students and to those who have the "dispensa académica de exención de asistencia", as regulated by the UDC's regulation.

Sources of information

| | |
|----------------------|---|
| Basic | <ul style="list-style-type: none"> - () . . - Celia Couñago Garrido (2009). Apuntes sobre Principios de Microeconomía. Reprografía noroeste,S.L. - Barreiro Viñán, Couñago Garrido, García Lorenzo. (2004). Prácticas de Microeconomía para un curso de Introducción. Reprografía noroeste, S.L. - Pindyck, R.S. y Rubinfeld,D.I. (2009). Microeconomía. Prentice Hall - Robert H. Frank (2005). Microeconomía y Conducta. McGraw-Hill - Karl,E. Case, Ray C. Fair (2008). Principios de Microeconomía. Prentice Hall - Paul Krugman, Robin Wells (2006). Introducción a la Economía. Microeconomía. Reverté - Delgado Alvarez, M. Henandez Romám, A. (2003). Ejercicios de Microeconomía. Cuestiones y problemas. Desclée de Brouwer - Pindyck R S and Rubinfeld, D L (2013). Microeconomics.. Pearson - Krugman, P and Wells, R (2013). Microeconomics. . Worth publishes - Varian, H.R. (2010). Intermediate Microeconomics.. Norton |
| Complementary | Â |

Recommendations

Subjects that it is recommended to have taken before

Subjects that are recommended to be taken simultaneously

Subjects that continue the syllabus

Microeconomic Theory/611G01023

Other comments



Students are encouraged to attend the lectures and to show an important level of participation. We strongly recommend the use of the textbooks mentioned in the sources of information. Additionally, students should try to solve the exercises set during the lectures.

(*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.