



## Teaching Guide

Identifying Data					2020/21
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.				
Contingency plan	1. Content changes: There are no changes. 2. Methodologies * Teaching methodologies that are kept: During the period of presentiality part (or all) of the methodologies will be carried out in the facilities of the faculty. *Teaching methodologies that are modified: During the period of semi-presentiality (or non-presentiality) part (or all) of the methodologies will be carried out using telematic tools. 3. Mechanisms for personalised attention to the students: Telematic tools, whenever the students need it. 4. Modifications in the assessment: In periods of semi-presentiality (or non-presentiality) the assessment (or part of it) will be carried out entirely using telematic tools. *Observations of assessment: 5. Modifications of the bibliography or webgraphy: There are no modifications. Students will have the list of references in Moodle and Fatic.				

## 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. Integrarse 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
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	C1
	A2	C3
	A3	C5
	A4	C6
	A6	C7
	A7	C8
	A11	

Contents	
Topic	Sub-topic
PART 1: INTRODUCTION	Economics. Preliminaries The Basics of Supply and Demand
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 interactive 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.
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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.	1
Case study	A6 A10 B3 C3	The handing over of the solution to the exercises proposed by the teachers will be assessed.	1
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.	97
Directed discussion	A13 B9	The handing over of the solution to the exercises proposed by the teachers will be assessed.	1

Assessment comments
<ol style="list-style-type: none"> <li>In order to pass the subject any student must obtain, at least, 5 points of a maximum of 10.</li> <li>If in the continuous assessment (CA) carried out during the course s/he reaches the mark of 5 out of 10, s/he won't need to take the final exams.</li> <li>The assessment criterion is the same for all the opportunities, including the "early opportunity". In all of them the final exams will be carried out on the established dates, the qualification obtained in this exam (FE) will be part of the final qualification.</li> <li>The final mark (FM) will be determined by applying the following rule: <math>FM=CA+FE(10-CA)/10</math>.</li> <li>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.</li> <li>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.</li> <li>The student must prove her/his identity in accordance with the current regulation.</li> </ol>

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

Recommendations
Subjects that it is recommended to have taken before

