



Teaching Guide

Teaching Guide				
Identifying Data				2020/21
Subject (*)	Principles of Microeconomics		Code	611G02001
Study programme	Grao en Administración e Dirección de Empresas			
Descriptors				
Cycle	Period	Year	Type	Credits
Graduate	1st four-month period	First	Basic training	6
Language	Spanish			
Teaching method	Face-to-face			
Prerequisites				
Department	Economía			
Coordinador	Barreiro Viñan, Jose Manuel	E-mail	jose.barreiro.vinan@udc.es	
Lecturers	Alló Pazos, María Barreiro Viñan, Jose Manuel Couñago Garrido, Celia Garcia Lorenzo, Antonio Sanchez De Paz, Elena	E-mail	maria.allo.pazos@udc.es jose.barreiro.vinan@udc.es c.counago@udc.es antonio.garcia.lorenzo@udc.es elena.sanchez@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. Modifications to the contents 2. Methodologies *Teaching methodologies that are maintained *Teaching methodologies that are modified 3. Mechanisms for personalized attention to students 4. Modifications in the evaluation *Evaluation observations: 5. Modifications to the bibliography or webgraphy			

Study programme competences

Code	Study programme competences
A4	Elaborate advisory reports on specific situations of companies and markets
A6	Identify the relevant sources of economic information and to interpret the content.
A7	Understand economic institutions as a result and application of theoretical or formal representations which explain the evolution of the economy.
A8	Derive, based on from basic information, relevant data unrecognizable by non-professionals.
A10	Read and communicate in a professional environment at a basic level in more than one language, particularly in English
A11	To analyze the problems of the firm based on management technical tools and professional criteria
A12	Communicate fluently in their environment and work by teams
B1	CB1-The students must demonstrate knowledge and understanding in a field of study that part of the basis of general secondary education, although it is supported by advanced textbooks, and also includes some aspects that imply knowledge of the forefront of their field of study



B2	CB2 - The students can apply their knowledge to their work or vocation in a professional way and have competences typically demonstrated by means of the elaboration and defense of arguments and solving problems within their area of work
B3	CB3- The students have the ability to gather and interpret relevant data (usually within their field of study) to issue evaluations that include reflection on relevant social, scientific or ethical
B4	CB4-Communicate information, ideas, problems and solutions to an audience both skilled and unskilled
B5	CB5-Develop skills needed to undertake further studies learning with a high degree of autonomy
B9	CG4-Learn to identify and anticipate opportunities, allocate resources, organize information, select and motivate people, make decisions under conditions of - uncertainty, achieve the proposed objectives and evaluate results
B10	CG5-Respect the fundamental and equal rights for men and women, promoting respect of human rights and the principles of equal opportunities, non-discrimination and universal accessibility for people with disabilities.
C1	Express correctly, both orally and in writing, in the official languages of the autonomous region
C4	To be trained for the exercise of citizenship open, educated, critical, committed, democratic, capable of analyzing reality and diagnose problems, formulate and implement knowledge-based solutions oriented to the common good
C5	Understand the importance of entrepreneurial culture and know the means and resources available to entrepreneurs
C6	Assess critically the knowledge, technology and information available to solve the problems and take valuable decisions
C7	Assume as professionals and citizens the importance of learning throughout life.
C8	Assess the importance of research, innovation and technological development in the economic and cultural progress of society.

Learning outcomes			
Learning outcomes		Study programme competences	
Learn the basic concepts and relationships of the Microeconomic Theory.		A4	C1
		A6	C4
		A7	C5
		A8	C6
		A10	C7
		A11	C8
		A12	
Identify economic opportunities in order to benefit from them; assign scarce resources; assess final outcomes; etc.			B9 B10
Respect the basic human rights and the ideal of equality of opportunity.			
Understand the basic microeconomic concepts by means of different reference textbooks.			B1
Elaborate arguments to solve different economic problems.			B2
Develop the ability to interact with other skilled workers.			B3
Communicate ideas, problems, solutions, etc. to both specialized and non-specialized audience.			B4
Obtain and develop the skills to enroll in postgraduate programs.			B5

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	Ordinary class hours	Student's personal work hours	Total hours
Objective test	C6 C7	2	18	20
Guest lecture / keynote speech	A7 A8 A10 A11 B1 B2 B3 B4 B5 B9 B10 C8	17	34	51
Case study	A4 A6	10	10	20
Directed discussion	C1 C4 C5	10	14	24
Seminar	A12	4	0	4
Problem solving	A6	5	15	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
Objective test	Written test that may combine multiple choice questions, sorting, short-answer and / or discrimination
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
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.
Directed discussion	Theoretical and practical issues to resolve in interactive sessions
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.
Problem solving	Practical issues to solve in interactive sessions

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	Description	Qualification
Problem solving	A6	The handing over of the solution to the exercises proposed by the teachers will be assessed.	10
Objective test	C6 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
Case study	A4 A6	The handing over of the solution to the exercises proposed by the teachers will be assessed.	10
Directed discussion	C1 C4 C5	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 the student must obtain, at least, 5 points of a maximum of 10. Additionally, it is also necessary to obtain at least 3,5 points (of a maximum of 7) in the written exams.

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 are detailed in the suggested references.

Those who have to make use of the second

opportunity to pass the subject will be evaluated exactly as those who

have passed the subject in the first opportunity. Those who have to make use of the "early opportunity" must get at least

5, out of 10, to pass the subject. The same criterion would be applied

to the part time students and to those who have "dispensa académica de

exención de asistencia" according to UDC's regulation.

Sources of information

Basic	<ul style="list-style-type: none">- Pindyck, R.S. y Rubinfeld, D.L. (2009). Microeconomía. Madrid. Pearson- Barreiro, J., Couñago, C. y García, A. (2004). Prácticas de Microeconomía para un curso de Introducción. A Coruña. Universidade da Coruña- García, A y Barreiro, J. (2010). Principios de Microeconomía: manual para las clases prácticas. A Coruña. Repografía Noroeste, S.L.- Blanco Sánchez, Juan Manuel (2008). Economía. Teoría y práctica. Madrid. Mc Graw-Hill- Pindyck R S and Rubinfeld, D L (2013). Microeconomics. Pearson- Varian, H.R. (2010). Intermediate Microeconomics. Norton- Krugman, P and Wells, R (2013). Microeconomics.- Carrasco, A. et. al. (2013). Microeconomía: ejercicios y cuestiones. Madrid. Mc Graw-Hill- Antelo, Manel (2015). Curso Práctico de Microeconomía Intermedia. Universidade de Santiago de Compostela- García, P.; Ribó, A.; Sánchez-Losada, F.; Serrano, M.; Stoyavana, A.; Vialta, L. (2015). 100 Problemas de microeconomía que te harán pensar. Madrid. Paraninfo- Krugman, P; Wells, R. (2013). Microeconomía. Barcelona. Reverte
Complementary	<ul style="list-style-type: none">- Case, K.E. y Fair, R.C. (2008). Principios de Microeconomía. 8ª Edición. Pearson- Frank, R.H. (2005). Microeconomía y Conducta.. 5ª Edición. McGraw-Hill- Krugman, P. y Wells, R. (2006). Introducción a la Economía. Microeconomía. . Editorial Reverté.

Recommendations

Subjects that it is recommended to have taken before

Subjects that are recommended to be taken simultaneously

Subjects that continue the syllabus

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.

Recommendations:

1.- The delivery of the works in this subject:

1.1. It will be requested in virtual format and / or electronic form.

1.2. It will be done through Moodle, in digital format without the need to print them.

1.3. In case you decide to choose the paper:

- Plastics will not be used.

- Double-sided prints will be made.

- Recycled paper will be used.

- Printing of drafts will be avoided.

2. The full integration of students with physical, sensory, psychological or socio-cultural reasons that experience difficulties in equitable, equal and useful access to university life will be facilitated.

(*)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.