



Teaching Guide

Teaching Guide				
Identifying Data				2021/22
Subject (*)	Economic and Accounting Concepts of the Firm		Code	612G01005
Study programme	Grao en Dereito			
Descriptors				
Cycle	Period	Year	Type	Credits
First and Second Cycle	1st four-month period	First	Basic training	6
Language	Spanish			
Teaching method	Face-to-face			
Prerequisites				
Department	Economía			
Coordinador	Novo Corti, Maria Isabel		E-mail	isabel.novo.corti@udc.es
Lecturers	Cendán Castillo, María Nieto Mengotti, Manuel Vicente Novo Corti, Maria Isabel Picatoste Novo, José María		E-mail	maria.cendan.castillo@udc.es m.nieto1@udc.es isabel.novo.corti@udc.es j.pnovo@udc.es
Web				
General description	<p>This course is aimed at students in the first year of the Degree in Law. It is considered an essential subject because it studies fundamental concepts of economics and national accounting. This knowledge is useful not only for law students as such these cursing this subject but also as citizens who consume, invest, receive public subsidies, payments taxes and make many other decisions, in the economic matters.</p> <p>The content of this course deals with fundamental parts of any financial, business, social, legal or political activity. Then, this discipline is necessary and essential within the context of the degree.</p> <p>The subject consists of six ECTS credits. In it, the basic concepts, instruments and criteria necessary to get a general knowledge of the most relevant economic issues are explained. This subject is designed for students who are beginners in the study of economics and accounting, as well as for those who need to achieve a global view of them and the different issues and problems comprised.</p> <p>We propose the knowledge of the accounting-economic principles from a multidisciplinary view. We do not intend to study the subject in all its extension and depth, but simply offer the student a panoramic vision of it, as befits the idea of a program at the level of a subject integrated into a degree of Law.</p>			
Contingency plan	<p>1. Modifications to the contents: No changes will be made. 2. Methodologies: No changes will be made. Master sessions will be held virtually, preferably through the TEAMS platform, and will be replaced by videoconferencing, recorded sessions on TEAMS, Zoom, Youtube or any other platform accessible to students. The objective test and the mixed test will be performed virtually, preferably through the Moodle platform. 3. Mechanisms for personalized attention to students: All queries of the students will be solved by email, the Moodle platform, Teams or any other way that the University makes available to the university community. 4. Modifications in the evaluation: No changes will be made. Requirements to pass the subject: Obtain a minimum overall score of 50% of the total activities assessed. Attendance and participation in activities that require it (specifically service learning, collaborative learning) 5. Modifications to the bibliography or webography: No changes will be made. All students have access to the digital sources at the library or the Moodle Platform.</p>			

Study programme competences

Code	Study programme competences
A4	Appreciating the interdisciplinary nature of legal problems
A7	Knowing the national and international legal and political structures.
A9	Ability to handle legal sources (legal, jurisprudential and doctrinal).
A15	Ability to negotiate and mediate.
B1	Knowledge in an area of study that is based on general secondary education, and is usually found at a level that, although supported by advanced textbooks, includes also some aspects that involve knowledge from the forefront of his field of study.



B3	Ability to gather and interpret relevant data (usually within their area of study) to make judgments that include a reflection on social, scientific or ethical relevant issues.
B4	Ability to transmit information, ideas, problems and solutions to a specialized and non-specialized public.
B5	Acquisition and assessment of those learning skills necessary to undertake further studies with a high degree of autonomy
B6	Learning to learn.
B7	Effective problem solving.
B8	Critical, logical, and creative thinking.
B9	Working autonomously on own initiative with a lifelong learning approach.
B10	Teamwork and collaboration.
B11	Ethical and social responsibility.
B12	Effective workplace communication and oral and written skills in Spanish, Galician and foreign languages.
B13	Computing and ICT skills.
C3	Using ICT in working contexts and lifelong learning.
C4	Exercising an open, educated, critical, committed, democratic and supportive citizenship for the sake of the common good.
C5	Understanding the importance of entrepreneurial culture and knowing the useful means for enterprising people.
C6	Critically assess the knowledge, technology and information available to solve the problems they face.
C7	Assume as a professional and citizen the importance of lifelong learning.

Learning outcomes			
Learning outcomes		Study programme competences	
Learn the fundamentals of economics, both in microeconomics and macroeconomics, by acquiring knowledge of the main sources of reference in the economy, which will facilitate the student the knowledge of the operation of the economy in a social and global legal context through meaningful learning. Help the understanding of the real functioning of the economy and accounting in a contemporary society. Taking into account, simultaneously, the obligation of all citizens of contributing to try to resolve the collective needs through their own knowledge, and contributing to a better understanding of the nature and problems of those needs. Also, students will become familiar with learning and problem solving, in a critically reflective, and autonomous way.	A4	B1	C2
	A7	B5	C4
	A9	B6	C5
		B7	C6
		B8	C7
			C8
	A4	B6	C3
	A7	B7	C4
Capacities for critical analysis of foreground. Synthesis capacity and ability to practical applications of the theoretical concepts. Ability for spoken and written expression. Ability for teamwork. Using computer techniques to obtain information and treatment of economic problems.	A9	B8	C5
	A15	B9	C7
		B11	
		B12	
		B13	
		B1	
		B5	
Ability to work in a team and collaborative working capability	A4	B6	C3
	A7	B10	C6
		B12	
		B13	
		B3	
		B4	
		B5	
Value effort, work, personal initiative and entrepreneurial culture		B6	C4
		B9	C5
		B3	C7
		B5	



Topic	Sub-topic
INTRODUCTION. ECONOMIC PRINCIPLES	1. Introduction. Basic concepts 2. The main principles of economics
MICROECONOMICS, MARKET & COMPETITION	1. 3. Economic Models: Trade-offs: supply and demand 2. Consumers: the consumer's theory 3. The firm: production and cost theory 4. Competitive markets 5. Imperfect competition: monopoly, monopolistic competition and oligopoly 6. Externalities and Public Goods
MACROECONOMICS AND FINANCE	1. Macroeconomics: a global vision 2. Growth, unemployment, and inflation 3. Aggregate supply and demand 4. Fiscal policy 5. Monetary policy, money, and central banks 6. International trade, globalization and economic crisis

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student's personal work hours	Total hours
Guest lecture / keynote speech	B6 B7 B8 B13 B1 B5 C4 C5	30	30	60
Problem solving	A4 A15 A4 A7 A9 B9 B10 B6 B7 B8 C5 C7	6	6	12
Workbook	A7 A9 C2 C7	0	10	10
ICT practicals	B11 B12 B5 C3 C4 C2 C6 C8	0	5	5
Objective test	B7 B8 B1 B1 B5	3	0	3
Aprendizaxe servizo	B8 B6 B7 B3 B4 B5 C6 C4 C8	5	5	10
Supervised projects	A4 A15 A4 A7 B3 C4 C4 C5	5	10	15
Collaborative learning	A4 A4 A7 B5 B4 C4 C6 C7 C8	5	10	15
Mixed objective/subjective test	B7 B12 B1 B5	1	4	5
Personalized attention		15	0	15

(*)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	The teaching staff will explain each of the topics of the program, insisting on the fundamental concepts and their relationships. The oral presentation made by the teaching staff may be complemented with the support of audiovisual media and with the posing of some questions addressed to the students, to transmit knowledge and facilitate learning and facilitate participation.
Problem solving	Through this methodology, the goal is that the look for a solution to a specific problem or situation, based on the knowledge previously worked on, which may have more than one solution. This situation will be proposed in the form of the issues or practical questions that students have to answer. It is a complement to the theoretical knowledge acquired through lectures and study. The students will come to a solution applying their academic background in working environments, in which the intervention and personal contribution of the students is the central axis.
Workbook	Reading academic or current texts related to the content of the subject will be recommended for students to analyze, interpreting and understanding them based on the tools of economic analysis, which are studied in the matter.



ICT practicals	Students will try to apply the use of ICT to learn effectively, through practical activities based on written, audiovisual and any kind of documentation related to the subject, through the use of information technologies and the communications. It is about expanding knowledge and obtaining information to facilitate autonomous learning and critical reasoning. The Moodle platform will be an essential vehicle for the application of this methodology.
Objective test	This methodology consists of a test for learning assessment. It can combine different types of questions: multiple choice, ranking, short answer, discrimination, completion, and/or association questions. It can also be made with just a kind of any of these questions. It may include both theoretical and practical questions or problems. It can be done online through the Moodle platform or in person.
Aprendizaxe servizo	An educational proposal that combines learning processes and community service in a single well-articulated project where participants learn by working on the real needs of the environment to improve it. In the context of Sustainable Development and the Agenda 2030, students will participate with different entities of the city in order to learn about different socioeconomic problems and unite social commitment with learning knowledge, skills, attitudes, and values.
Supervised projects	Autonomous and in-depth study of some of the socio-economic problems detected, based on research work and the consequent foundation in bibliographic sources, under the tutelage of the teacher.
Collaborative learning	A teaching-learning methodology that allows dividing the class into small groups, promoting joint work to solve academic tasks in a non-competitive way. The teacher will guide the task solving process either in person or with the support of ICT.
Mixed objective/subjective test	It may consist of problem-solving, short questions, essay questions or multiple-choice questions. This is a part of the continuous evaluation. It can be done online through the Moodle platform or in person. The teaching staff will indicate the proper mode at its time.

Personalized attention

Methodologies	Description
Problem solving Workbook ICT practicals Aprendizaxe servizo Supervised projects Collaborative learning	The teaching team will be available to provide personalized attention to students, whenever they require it, for those topics they deem appropriate, concerning the subject's content. Particularly for solving problems, readings, etc. This attention may be online through the mechanisms provided by the university.

Assessment

Methodologies	Competencies	Description	Qualification
Mixed objective/subjective test	B7 B12 B1 B5	The knowledge and abilities shown by the students in the tests proposed by the teaching team will be valued.	30
Objective test	B7 B8 B1 B1 B5	Knowledge acquired throughout the course will be valued. The test may consist of theoretical or practical questions. It is a part of the continuous evaluation.	70

Assessment comments



The
following observations are made:

A)

EVALUATION REGULATIONS:

1.

Evaluation conditions: It is prohibited to access the exam room with any device that allows communication with the outside and/or storage of information, except in the case of online exams or so indicated by the teaching team.

2.

Student identification: The student must prove her personality in accordance with current regulations.

B)

TYPES OF RATING:

1.

Qualification of not presented: Corresponds to the student, when she only participates in evaluation activities weighted less than 20% on the final qualification, regardless of the achieved qualification.

2.

Students with recognition of part-time dedication and academic waiver of attendance exemption:

Students with recognition of part-time dedication, even if they are exempt from attendance, will be evaluated with the same criteria as full-time students.

C)

EVALUATION OPPORTUNITIES:

1.

First opportunity: the evaluation criteria previously indicated in this section will be applied.

2.

Second Opportunity: The evaluation criteria are the same for all evaluation opportunities. In the evaluation of the second chance (article 18, section 5, of the Norms of Evaluation, Review and Claims of Qualifications of Bachelor and Master Studies) students will have the opportunity to take a final test, consisting of a quiz. Mixed, equivalent to 100% of the evaluation, in which the students must demonstrate that they have achieved the competences of the subject.



3. In

Advance call: the conditions of evaluation of the advanced opportunity (art. 19 of the Norms of Evaluation, Review and Claims of the Qualifications of the Studies of Degree and Master) will be specific for this opportunity. This will be evaluated through a mixed test that will represent 100% of the final grade.

D)

OTHER EVALUATION OBSERVATIONS:

To pass

the subject it will be necessary to achieve a grade of 5 out of 10.

If the

grade of 5 out of 10 is achieved in the continuous assessment (CE) carried out during the course, it will not be necessary to take the final exams.

Students who do not pass the continuous assessment may take the final exam, consisting of a mixed test (100% of the total assessment), in which they must demonstrate that they have acquired the knowledge and skills necessary to accredit the skills related to the subject.

In case of plagiarism, the corresponding penalties will be applied.

OTHER

RECOMMENDATIONS:

1. The

delivery of the documentary works carried out in this subject:

a. It

will be requested in virtual format and / or computer support

b. It

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

2. The

importance of ethical principles related to sustainability values ??in personal and professional behavior must be taken into account.

3. Work

will be done to identify and modify prejudices and sexist attitudes and the environment will be influenced to modify them and promote values ??of respect and equality.

4. It

will facilitate the full integration of students who, for physical, sensory, psychological or sociocultural reasons, experience difficulties to an adequate, equal and profitable access to university life.

5. The principal of democratic debate will be supported in the class sessions: listening to and respecting all of the diverse opinions concerning the topics addressed, whether they are raised by teachers or students.





Sources of information

Basic	<ul style="list-style-type: none">- Krugman, P. & Wells, R. (2004). Economics. Worth Publishers- Krugman, P., Wells, R. & Graddy, K. (2014). Fundamentos de Economía. Reverté
Complementary	<ul style="list-style-type: none">- Pindyck, R.S. & Rubinfeld, D.L. (2018). Introducción a la Economía: Microeconomía. Pearson. Prentice Hall- Krugman, P., & Wells, R. (2007). Macroeconomía: Introducción a la economía. Reverté- Krugman, P., & Wells, R. (2007). Microeconomía: Introducción a la economía. Reverté- Krugman, P., & Wells, R. (2012). Macroeconomics. Worth Publishers.- Krugman, P., & Wells, R. (2012). Microeconomics. Worth Publishers- Blanchard, O., Amighini A. & Giavazzi, F (2012). Macroeconomía. Pearson Education- Picatoste, X. (2019). Análisis Económico del Mercado de Trabajo. INC

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

It is recommended to follow regularly the indications and news of the MOODLE platform, since this platform, together with the face-to-face classes; It constitutes an essential communication system between the teaching team and the students. Additionally, the next general observations and recommendations are made: 1. The delivery of the outstanding works for this subject will never be printed, and instead of, they should be delivered: a. by means of virtual/online procedure b. through the Moodle platform 2. The ethic principles and values of personal and professional sustainable behaviour should be assumed. 3. Everyone should try to identify and modify sexist pre-judgements trying to avoid them and boosting equalitarian behaviours. 4. The full inclusion of disabled students should be facilitated and promoted. Regardless of the physical, psychologic, sensorial or socio-cultural reasons, discrimination must be avoided for all the university community and helping to achieve equalitarian university environments.

(*)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.