



| Teaching Guide | | | | |
|---------------------|---|--------|--|---------|
| Identifying Data | | | | 2022/23 |
| 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 | García Lorenzo, Antonio | E-mail | antonio.garcia.lorenzo@udc.es | |
| Lecturers | Alló Pazos, María Couñago Garrido, Celia García Lorenzo, Antonio Sanchez De Paz, Elena | E-mail | maria.allo.pazos@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. | | | |

| Study programme competences / results | |
|---------------------------------------|---|
| Code | Study programme competences / results |
| 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 / results | | |
| Learn the basic concepts and relationships of the Microeconomic Theory. | A4 A6 A7 A8 A10 A11 A12 | | C1 C4 C5 C6 C7 C8 |
| 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 B2 B3 B4 B5 | |
| 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. | | | |

| 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 |
| 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 / Results | 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



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 assessment activities.

The tests that are carried out throughout the course, even giving face-to-face classes, can be carried out in virtual mode.

Second opportunity and ?early opportunity?: The evaluation criteria are the same for all opportunities. Alternative activities will be scheduled for the recovery of those contemplated in the continuous evaluation, in the form of an exam or another kind of evaluation methodology from among those included in the grade report.

Students with recognition of part-time dedication and academic exemption from attendance exemption: Except for the dates approved by the Xunta de Facultade for the objective tests, for the rest of the tests it will be agreed, at the student's request, at the beginning of the course. course a specific calendar of dates compatible with their dedication.

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

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.; Vialalta, 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.