



Teaching Guide

Identifying Data				2023/24
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 Sanchez De Paz, Elena	E-mail	aitor.calo@udc.es c.counago@udc.es elena.sanchez@udc.es	
Web				
General description	<p>-This is a core subject in the Degree in Economics, and hence it will require a sound command of the topics that will be covered during the course.</p> <p>-The aim of this subject is to study, at an introductory level, different topics about the consumer's behaviour, the theory of the firm and the competitive markets. All the analyses will be presented in terms of both simple mathematical models and graphic representations. The topics covered in this course will be studied in depth in subsequent intermediate and advanced courses.</p>			

Study programme competences

Code	Study programme competences
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 póúan as competencias que se demostran por medio da elaboración e defensa de argumentos e a resolución de problemas dentro da súa entorna de traballo.
B3	CB3 - Que os estudantes teñan a capacidade de reunir e interpretar datos relevantes (normalmente dentro da súa 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		
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	1. Economics. Preliminaries 2. Basics of Supply and Demand
PART 2: CONSUMER THEORY	3. Consumer Behaviour and Individual and Market Demand
PART 3: THE THEORY OF THE FIRM	4. Production 5. Cost of Production
PART 4: THE MARKET STRUCTURE	6. Profit Maximisation and Competitive Supply. Analysis of the Competitive Markets 7. Introduction to Market Power

Planning				
Methodologies / tests	Competencies	Ordinary class hours	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	The interactive sessions are designed to work the students in order to monitor their performance. The Small Group Office hours (TGR), which can be taught in person or online, will be divided into 2 sessions of 2 hours, and it is expected that their programming period will take place around weeks 7 and 13 of the semester.

Assessment			
Methodologies	Competencies	Description	Qualification



Problem solving	A5 A9 A12 B2	Assessment of the answers provided by the students to the different problems sets proposed by the professor. Written tests, face-to-face or online, may be proposed, and they would be part of the Continuous Assessment activities.	10
Case study	A6 A10 B3 C3	Assessment of the solutions provided by the students to the different case studies proposed by the professor. Written tests, face-to-face or online, may be proposed, and they would be part of the Continuous Assessment activities.	10
Mixed objective/subjective test	C5 C7	Assessment of the answers to an objective test that will consist of different types of questions about the topics covered throughout the whole course, and that it will take place in the (first) official opportunity.	70
Directed discussion	A13 B9	Assessment of the arguments provided by the students to the different scenarios related to the Microeconomic Theory proposed by the professor. Written tests, face-to-face or online, may be proposed, and they would be part of the Continuous Assessment activities.	10

Assessment comments

ASSESSMENT REGULATION:

1. Unless something different is formally mentioned by the professors of the course, it is completely forbidden to attend the assessment activities with any device that allows the student either to communicate with people outside the room, or to store pieces of information. During the exams the mobiles must be switched off at all times.
2. Every student must prove her/his identity in accordance with the current regulation.

ASSESSMENT:

1. Attendance is compulsory for all the assessment activities of the course.
2. In order to pass the subject any student must obtain a Final Mark (FM) of, at least, 5 points out of a maximum of 10.
3. The Final Exams (FE) will be graded over 10 points, being compulsory to get, at least, 5 points to pass the subject. The Final Mark will be given by the formula $FM = CA + FE(10 - CA)/10$, where CA stands for the different Continuous Assessment activities that will take place during the course. This activities weight 30% of the Final Mark, and hence they will be graded over 3 points.
4. Any student who does not take part in at least 20% of the Continuous Assessment activities will get the "No Presentado" final mark.
5. The part time students and to those who have the "dispensa académica de exención de asistencia" according to the UDC's regulation will have the chance to complete the continuous assessment, after adapting these activities to their specific situation.

ASSESSMENT OPPORTUNITIES:

The same assessment criterion will be applied to the two official opportunities, an to the "early opportunity" as well.

OTHER EVALUATION OBSERVATIONS:

Detection of fraud: whether plagiarism or any other action, will result in a final grade of 0 points. Fail grade in the call in which the offense is committed and with respect to the subject in which it was committed: the student will be qualified with "fail" (in Spanish, "suspense") (numerical grade 0) in the corresponding call of the academic year, whether the commission of the offense occurs on the first opportunity or on the second. To do this, the grade will be modified in the first opportunity record, if necessary.

RECOMMENDATIONS:

Students are encouraged to attend the lectures and to show an important level of participation. We strongly recommend the use of the textbooks listed in the "sources of information" section. Additionally, students must try to solve the problem sets when they are published.

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 Rubindeld,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 - Goolsbee A., Levitt A, y Syverston C (2015). Microeconomía. Reverte - Antelo M. (2015). Curso Práctico de Microeconomía Intermedia. Universidade de Santiago de Compostela - Antelo, M. (2015). Microeconomía intermedia en casos. Delta Publicaciones
Complementary	

Recommendations

Subjects that it is recommended to have taken before

Subjects that are recommended to be taken simultaneously

Mathematics I/611G01009

Subjects that continue the syllabus

Microeconomics and Markets/611G01012

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 listed in the "sources of information" section. Additionally, students must try to solve the problem sets when they are published. Additionally: 1. The delivery of the documentary works that are done in this subject: a. They will be requested in virtual format and / or in computer support. b. It will be done through Moodle or TEAMS, in digital format and without needing to print them. 2. The importance of the ethical principles related to the values of sustainability in personal and professional behaviors must be taken into account. 3. Students will work to identify and modify prejudices and sexist attitudes, and they will influence the environment to modify them and promote values of respect and equality. 4. The full integration of students that, for physical, sensory, psychological or socio-cultural reasons experience difficulties to adequate, equal and profitable 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.