



Teaching Guide

| Identifying Data | | | | | 2024/25 |
|---------------------|--|--------|---|---------|---------|
| Subject (*) | Microeconomics and Markets | Code | 611G01012 | | |
| Study programme | Grao en Economía | | | | |
| Descriptors | | | | | |
| Cycle | Period | Year | Type | Credits | |
| Graduate | 1st four-month period | Second | Obligatory | 6 | |
| Language | SpanishEnglish | | | | |
| Teaching method | Face-to-face | | | | |
| Prerequisites | | | | | |
| Department | Economía | | | | |
| Coordinador | Novo Peteiro, Jose Antonio | E-mail | jose.novop@udc.es | | |
| Lecturers | Alló Pazos, María Calo Blanco, Aitor Novo Peteiro, Jose Antonio | E-mail | maria.allo.pazos@udc.es aitor.calo@udc.es jose.novop@udc.es | | |
| Web | | | | | |
| General description | Microeconomic analysis at intermediate level. Grounded on the knowledge acquired in the subject of Principles of Microeconomics, this subject deals with the functioning of markets within the framework of economic theory. | | | | |

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 |



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| 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 | | |
| The student will learn the basic concepts and relationships of Microeconomics. | A1 | B1 | C1 |
| | A2 | B2 | C2 |
| | A3 | B3 | C3 |
| | A4 | B4 | C4 |
| | A6 | B5 | C8 |
| | A7 | B6 | |
| | A8 | B7 | |
| | A9 | B8 | |
| | A10 | B9 | |
| | A11 | | |
| | A12 | | |
| To understand the existing relations between the different main microeconomic variables. | A4 | | C1 |
| | A5 | | C4 |
| | A6 | | C6 |
| | A7 | | |
| | A8 | | |
| Learn to work individually or in groups, independently and using various sources of information | A12 | B6 | C1 |
| | A13 | | C5 |
| | | | C7 |
| To develop the students' critical awareness and the value of effort. | | B9 | C4 |
| | | | C6 |
| | | | C7 |
| | | | C8 |



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| Express critical and innovative thinking that allows efficient and versatile development of the profession while evaluating different normative and social welfare principles. | A1 | B2 | C1 |
| | A5 | B3 | C2 |
| | A6 | B4 | C3 |
| | A7 | B6 | C4 |
| | A9 | B7 | C6 |
| | A10 | B9 | C8 |
| | A11 | | |

| Contents | |
|--|--|
| Topic | Sub-topic |
| PART 1. MARKET POWER. MONOPOLY | 1. The monopolist's output choice 2. The social cost of monopoly power. Market regulation 3. The monopsony and the supply chains 4. Price discrimination 5. Monopolistic Competition |
| PART 2. MARKET FAILURES AND THE ROLE OF GOVERNMENT | 6. Introduction 7. Externalities 8. Public goods |

| 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 A5 A6 A7 A8 A9 A10 A11 A13 B2 B1 B3 B4 B5 B6 B7 B8 B9 C1 C2 C4 C5 C6 C7 C8 | 17 | 25.5 | 42.5 |
| Problem solving | A1 A2 A3 A4 A8 A9 A12 A13 B1 B3 B8 C2 C6 | 10 | 15 | 25 |
| Workbook | A7 A9 C2 C7 C8 | 0 | 6 | 6 |
| Objective test | B2 B1 B3 B4 B5 B7 B8 C3 | 4 | 32 | 36 |
| ICT practicals | A7 A9 A10 C2 C3 C6 C8 | 10 | 4 | 14 |
| Seminar | A5 A12 B3 C1 C4 C6 C7 C8 | 4 | 0 | 4 |
| Directed discussion | A1 B2 B4 C1 C6 | 6 | 4 | 10 |
| Student portfolio | A5 B3 B5 C1 C8 | 0 | 4.5 | 4.5 |
| Personalized attention | | 8 | 0 | 8 |

(*)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. It consists on the exhibition of some contents by the teaching staff, complemented with audiovisual media and questions addressed to the students. They may be face-to-face or virtual. |



| | |
|---------------------|--|
| 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. They may be face-to-face or virtual. |
| Workbook | Some readings about academic or current texts, related to the content of the subject so that students can analyze, interpret and understand on the basis of more economic analysis tools, which are studied in the subject. |
| 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. Throughout the course, students must solve some objective tests. It can be done online through the Moodle platform or in person. |
| 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. |
| Seminar | Lectures in small groups of students for detailed analysis of specific problems of the syllabus. They will be made virtually. |
| Directed discussion | Exercises and theoretical and practical questions analyzed and resolved in interactive sessions (they may be face-to-face or virtual) |
| Student portfolio | Space for students to collect evidence of the work done |

Personalized attention

| Methodologies | Description |
|---|---|
| ICT practicals Problem solving Directed discussion Student portfolio | 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. During the development of the interactive sessions, the students will be attended to individually, following up on the problems that may arise in response to the questions raised. The Small Group Office hours (TGR) can be taught in person or online. |

Assessment

| Methodologies | Competencies / Results | Description | Qualification |
|---------------------|--|--|---------------|
| ICT practicals | A7 A9 A10 C2 C3 C6 C8 | Virtual exercises will be proposed, which will be delivered to the teaching team by the means indicated. They will be part of the continuous evaluation. | 10 |
| Problem solving | A1 A2 A3 A4 A8 A9 A12 A13 B1 B3 B8 C2 C6 | The answers offered by the students to the practical questions raised will be valued. Written, face-to-face or virtual tests may be taken. It will be part of the continuous evaluation. | 10 |
| Directed discussion | A1 B2 B4 C1 C6 | The handing over of the solution to the exercises proposed by the teachers will be assessed. Written tests, face-to-fae or online, may be proposed, and they would be part of the Continuous Assessment activities. | 10 |
| Objective test | B2 B1 B3 B4 B5 B7 B8 C3 | Knowledge acquired throughout the course will be valued. The test may consist of questions of a theoretical or practical nature. In addition to the final tests, written tests could be carried out during the course to assess the knowledge acquired. Tests can be held in person or online. They will be part of the continuous evaluation. | 70 |



Assessment comments

- 1.- The final mark (F) will be determined as follows: $F=EC+EX(10-EC)/10$ where EC represents the mark obtained by continuous evaluation and EX is the mark obtained in the final exam. In order to pass the subject any student must obtain 5 points (out of 10) in the final exam.
- 2.- Problem solving and case study will be the continuous evaluation activities of this subject. They will be done exclusively in the class time devoted to that purpose or via Moodle at the previously scheduled time and date. The maximum score that a pupil can get by continuous evaluation is 3 points.
3. The assessment criterion will be the same for all the official opportunities, including the so called "early opportunity". In all of them the final exam will be carried out at the officially established date.
4. A student will get a final mark of "No Presentado" if he/she does not take part in at least 20% of the assessments activities.

OTHER OBSERVATIONS:

All the aspects related to "dispensa académica", "dedicación al estudio", "permanencia" and "fraude académico" are subject to the current legislation of the UDC.

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"> - Antelo, Manuel (2023). El funcionamiento de los mercados no competitivos. Pirámide - Goolsbee, A., Levitt, S. Syverson, C. (2015). Microeconomía. Reverté - Serrano, R. y Feldman, A.M. (2016). Microeconomía Intermedia. Garceta - Serrano, R. and Feldman, A. (2018). A short course in intermediate microeconomics with calculus. Cambridge - Goolsbee, A.; Levitt, S. D. and Syverson, C. (2016). Microeconomics. Macmillan education |
| Complementary | <ul style="list-style-type: none"> - Pindyck, Robert S.; Rubinfeld, Daniel L. (2013). Microeconomía. Pearson - Carrasco, A. y otros (). Microeconomía intermedia. Problemas y cuestiones. McGraw-Hill - Varian, H. (). Microeconomía Intermedia. Antoni Bosch - Pindyck, R. S. and Rubinfeld, D. L. (2018). Microeconomics. Pearson Education - Varian, H. R. (2020). Intermediate microeconomics : a modern approach. W.W. Norton & Co. |

Recommendations

Subjects that it is recommended to have taken before

Principles of Microeconomics/611G01001
 Mathematics I/611G01009
 Mathematics II/611G01010

Subjects that are recommended to be taken simultaneously

Subjects that continue the syllabus

Microeconomic Theory/611G01023

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.
5. Second, the different applicable regulations for university teaching will be collected, I will incorporate a gender perspective in this subject (non-sexist language will be used, bibliography of authors of both sexes will be used, students will be encouraged to intervene in class...).
6. Work to identify and modify prejudices and sexist attitudes and influence others to modify them and promote values of respect and equality.
7. Situations of discrimination based on gender should be detected and actions and measures to correct them should be provided.

ATTENTION TO DIVERSITY The course may be adapted to the student body that requires the adoption of measures aimed at supporting diversity (physical, visual, auditory, cognitive, learning or related to mental health). If this is the case, they must contact the services available at the UDC/in the center: within the official deadlines stipulated prior to each academic semester, with the Unit for Attention to Diversity (<https://www.udc.es/cufie/ADI/apoioalumnado/>); failing that, with the ADI tutor of the Faculty.

(*)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.