



Teaching Guide

| Identifying Data | | | | | 2024/25 |
|----------------------------|--|-------------|----------------|-----------------------------------|---------|
| 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 | SpanishEnglish | | | | |
| Teaching method | Face-to-face | | | | |
| Prerequisites | | | | | |
| Department | Economía | | | | |
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| Web | estudios.udc.es/es/subject/612G01V01/612G01005/2023 | | | | |
| General description | <p>This subject is part of the basic training subjects in the first year of the Bachelor's Degree in Law. It is situated in the first four-month period and consists of six ECTS credits (6 ECTS).</p> <p>It is considered a basic subject because it covers the fundamental concepts of economics and national accounting. These concepts are useful not only for law students as such, but also as citizens who carry out economic activities in their daily lives (consume, invest, receive public subsidies, pay taxes and make many other economic decisions).</p> <p>Bearing in mind that knowledge of the subject is a fundamental part of any economic-financial, business, social, legal or political activity, the subject is necessary and essential within the context of the Bachelor's Degree in Law.</p> <p>This course is structured so as to be as easy as possible to introduce students to basic concepts and tools of economics. The main characteristics of this course relies on clarity and simplicity, taking into account the necessary rigorously providing students a logical structure and strong based knowledge of the subject of Economy, that we understand as fundamental importance for their university education.</p> <p>Behind or in front of every social phenomenon, there is a background or an economic aspect. The conventional economics approach focuses on economic incentives to rational agents. Although there are other approaches, such as Marxist or Institutional Economics, in this course we focus on understanding the basic principles of economic science as they relate to private incentives to rational agents, supply and demand, and market equilibrium. At the same time, it is intended to provide a methodological apparatus to help reasoning in economic terms, including some graphical tools.</p> | | | | |

Study programme competences / results

| Code | Study programme competences / results |
|------|---|
| 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. |



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| 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 / results | | |
| To understand the real functioning of the economy in contemporary society and the interrelationships of the business, labor, financial, social and political spheres in order to achieve a general perception of microeconomic problems in international and globalized environments. | A4 A7 A9 A15 | B7 B5 | C4 C7 |
| Capacity for synthesis and practical application of theoretical concepts for the treatment and resolution of economic problems in a reflective, critical and autonomous manner. Oral and written expression skills. Ability to work in a team. | A4 A7 A9 A15 | B6 B7 B8 B9 B11 B12 B13 B1 B5 | C3 C4 C5 C7 |
| Awareness of the obligation of every citizen to contribute with their knowledge to try to solve individual and collective human needs with a better understanding of the nature and problems of the latter. Development of students in making economic decisions throughout their lives taking into account the sustainable economy approach (economic-social-environmental linkages) as a source generating long-term welfare. | A4 A7 | B6 B10 B12 B13 B3 B4 B5 | C3 C6 |

| Contents | |
|---------------------------|---|
| Topic | Sub-topic |
| MODULE I. INTRODUCTION | Topic 1. Basic economic principles |
| MODULE II. MICROECONOMICS | Topic 2. The economic agent Topic 3. Externalities and other social interactions. Topic 4. Consumers Topic 5. Sellers Topic 6. Demand, supply, and market competition |

| Planning | | | | |
|-----------------------|------------------------|--------------------------------------|-------------------------------|-------------|
| Methodologies / tests | Competencies / Results | Teaching hours (in-person & virtual) | Student?s personal work hours | Total hours |
| | | | | |



| | | | | |
|--------------------------------|------------------------------------|----|----|-----|
| Guest lecture / keynote speech | A4 A7 A9 A15 B6 B7 B8 B13 B1 B5 | 45 | 63 | 108 |
| Problem solving | A15 B9 B10 B11 B12 B3 B4 C3 C4 | 6 | 24 | 30 |
| Objective test | B7 B8 B1 B5 C5 C6 C7 | 3 | 0 | 3 |
| Personalized attention | | 9 | 0 | 9 |

(*)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 | The students will carry out different works on specific topics and practical assumptions recommended by the teacher. The evaluation of these works will assess the ability to compile, synthesize and the contribution that each student can make in terms of style, approach, and procedure according to the teacher's guidance. Additionally, or alternatively, students will practice tests of multiple choice. |
| 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. In certain circumstances, it can be done online through the online platform, or in person. |

| Personalized attention | |
|-----------------------------------|---|
| Methodologies | Description |
| Objective test Problem solving | 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. We may have tutorial sessions at the end of the practical classes, in office, or online, through Teams. Students are kindly requested to ask for an appointment through e-mail, specifying the calendar availability, after considering the office hours of the professor. Please, do not use the chats of Teams or Virtual Campus. |

| Assessment | | | |
|-----------------|-----------------------------------|---|---------------|
| Methodologies | Competencies / Results | Description | Qualification |
| Objective test | B7 B8 B1 B5 C5 C6 C7 | Knowledge acquired throughout the course will be valued. The test may consist of theoretical or practical questions. | 80 |
| Problem solving | A15 B9 B10 B11 B12 B3 B4 C3 C4 | The delivery of the assignments or exercises, and their possible contents, will be assessed according to the teaching staff's instructions. | 20 |

| Assessment comments |
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| All aspects related to part-time dedication, attendance exemption, opportunities, plagiarism, or cheating will follow UDC regulations: https://www.udc.es/es/normativa/academica/ |

| Sources of information | |
|------------------------|---|
| Basic | - Acemoglu D., Laibson D., List J.A. (2020). Economics. Pearson - Krugman, P. Wells, R. & Graddy, K. (2022). Fundamentos de Economía (5ª edición). Reverté - Acemoglu D., Laibson D., List J.A. (2017). Economía. Antoni Bosh |



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| Complementary | - Pindyck, R.S. & Rubinfeld, D.L. (2018). Introducción a la Economía: Microeconomía. Pearson. Prentice Hall - Bustos Gisbert, A. (2017). Introducción a la Economía. Civitas |
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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 online platform, since this platform, together with the face-to-face classes, 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 online 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.

Reminder of the application of equality regulations:- According to the different regulations applicable to university teaching, the gender perspective must be incorporated in this subject (non-sexist language will be used, the intervention of male and female students in class will be encouraged?).- Work will be done to identify and modify sexist prejudices and attitudes, and students will be influenced to modify them and promote values of respect and equality.- Situations of gender discrimination will be detected and actions and measures will be proposed to correct them.

(*)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.