

COURSE TITLE: Markets and Public Policy			
Course Number	PPOL 605		
Faculty / Department	School of Public Policy		
Instructor Name	Dr. Lindsay M. Tedds	Email	lindsay.tedds1@ucalgary.ca
Instructor Email Policy	<p>Please post all questions about course content, administrative logistics for the course, or any other topic that is not personal in the Discussion Board where all students in the course can benefit from seeing the answer. You will save time (and email clutter) and help your fellow students by posting non-personal questions to the Discussion Board.</p> <p>Personal questions, comments, and discussions should be sent via email. You should email me about private matters, such as appointment requests or illnesses.</p> <p>Please include your full name in all email correspondence and put PPOL 605 in the subject line. Putting PPOL 605 in the subject line ensures the email is prioritized by the instructor, who receives upwards of 100 emails a day.</p> <p>I aim to return email within 48 hours on weekdays only. Emails sent over the weekend will be responded to within 48 hours of the start of the week.</p>		
Contact Method	Email or drop in office hours	Office Hours	<p>Dr. Tedds: Monday 10:00-11:00am MT via Zoom.</p> <p>Please note that office hours may have to be cancelled due to workload pressures or due last-minute parental and family responsibilities. Please show all due compassion if and when this happens.</p>
Telephone No.	Not applicable		
TA Name	Not applicable	TA Email	NA
Class Dates	September 14, 2020 – December 9, 2020		
Class Times	<p>The course material is delivered online through both D2L and Achieve. D2L and Achieve are both online learning management systems. General course material such as the syllabus, calendar, unit overviews, instructor notes, and discussion boards are available on D2L. Course content and assessments are available on Achieve.</p> <p>The course is intended to be completed asynchronously at a set pace with some flexibility. Students must work through the course at a minimum pace, but are welcome to work through the course more quickly.</p>		

	<p>Students must also meet minimum set deadlines related to graded assessments throughout the Fall term, but are welcome to submit graded work in advance of these deadlines. The exception relates to the policy discussions which must be completed within the set time frame since they are asynchronously interactive.</p> <p>The instructors will hold regular office hours for synchronous questions and answers about the course.</p>
Class Location	Not applicable as course is delivered online.
COVID-19	<p>There is a global pandemic, the face and experience of which varies not only across the world, but also regions, across families, and types of families. We might be struggling with isolation, we might have sick family members, we might have lost family members, we might be taking care of family members, we might be struggling with the return to school, with school closures, within online teaching and learning, with depression, with everything, with nothing. I am not going to judge you, think less of you. I hope you extend me the same grace.</p> <p>This course is a compromise over the fact that:</p> <ul style="list-style-type: none"> • I cannot commit to being available at any particular point in time as I have to be available at a moment's notice for my son; • A number of you under the same constraints; • Several of you are working in time zones up to 12 hours away; • Any of us or any member of our immediate family could get very sick any time; and, • None of us need any undue stress on top of all that we are navigating during this ongoing public health emergency. <p>Let's lay out some ground rules:</p> <ul style="list-style-type: none"> • You never owe me personal information about your mental or physical health, or anything else; • You are always welcome to talk to me about things you are going through. I can always lend an empathetic ear. If I can't directly help, I can always direct you to resources that can; • If you need extra help, just ask. I, and the School, will work with you; • Just because you are OK does not mean the rest of us are. Please have compassion and think about checking in on your fellow students.

COURSE INFORMATION/DESCRIPTION OF THE COURSE

The role of markets in the allocation of resources and the determination of income. Sources of market failure, and the appropriate public policy response to those failures, are examined. Students learn how people make decisions, and how they respond to policy initiatives.

This course builds on the foundation laid in PPOL 601 which provided a basic foundation in principles of economics (micro- and macroeconomics). This foundational knowledge will serve as building blocks for 605.

The topics in this course are linked to and build on those from PPOL 601 and set students up to take PPOL 609 and PPOL 615. This course is delivered over 10 weeks as follows:

Module 1: Microeconomic Foundations continued from 601

Topic 1: Micro Foundations (PPOL 601 Module 1) and links to Public Policy

Topic 2: Chapter 7—Welfare and Efficiency

Topic 3: Chapter 5—Elasticity

Module 2: Microeconomics and Policy

Topic 4: Chapter 6—When Governments Intervene in Markets

Topic 5: Chapter 10—Externalities and Public Goods

Topic 6: Chapter 11 and 12—The Labour Market and Wages

Topic 7: Chapter 13—Inequality and Redistribution

Topic 8: Chapter 19 & 20—Decisions Involving Uncertainty, Information, & Nudge Economics (links to PPOL 609)

Module 3: Macroeconomics and Policy

Topic 9: Macro Foundations (PPOL 601 Module 2) and links to Public Policy

Topic 10: Chapter 29, 34 and 35—Business Cycles, Monetary Policy, and Fiscal Policy (links to PPOL 615)

LEARNING RESOURCES

Required Textbook: Betsey Stevenson and Justin Wolfers, Principles of Economics, 2020 with Achieve access. [Also used in PPOL 601. Achieve access used for 601 extends to 605]

Technology Requirements: computer or tablet capable of accessing MacMillan Learning Achieve platform and D2L.

Important information and additional material for **PPOL 605** are posted on Desire2Learn (D2L) Students should regularly check the Announcements section of D2L for ongoing notices. Course content and assessments are available on Achieve.

COURSE LEARNING OUTCOME

At the end of this course, students will be able to:

1. Outline the fundamentals of microeconomics and macroeconomics;

2. Understand the basic operations of the market economy, such as demand, supply, elasticity, and market dynamics;
3. Identify situations in the economy that warrant consideration of government intervention to promote either economic efficiency or distributional objectives;
4. Outline options available to policymakers to address various market failures and distributional objectives, and identify the strength and weaknesses of these options using an economic lens;
5. Develop and present balanced views on a wide range of economic policy issues from an economic perspective.

ASSESSMENT COMPONENTS			
Assessment Method	Description	Weight	Aligned Course Learning Outcome
Learning Curve Problems	First encountered in PPOL 601, the Learning Curve (LC) are adaptive problems that offers individualized question sets and feedback tailored to each student based on responses. The LC Problems are designed to help you learn the content in a low stake's environment.	12 LC Assessments $1\% \times 10 = 10\%$ *two lowest dropped (i.e. you can skip up to two LCs)	1-4
Homework Assignments	Homework Assignments (HAs) contain multistep questions that require students to demonstrate their understanding of the course content. The questions are more challenging than LC problems and prepare students for the tests. Students encountered some of these types of questions on the Module Tests in PPOL 601.	2 HA Assessments $13\% \times 2 = 26\%$	1-2 3-4
Test #1	Test # 1 (similar to Module 1 Test in PPOL 601) will include questions that covers content from Module 1 in PPOL 601 (Chapters 1, 2, 3, 4, 5, 6, 7, 10)	20%	1-3
Test # 2	Test # 2 (similar to Module 2 Test in PPOL in 601) will include questions that covers content from Module 2 in PPOL 601 (Chapters 11, 12, 13, 19, 20, 21, 22, 23, 24, 29, 34, 35)	24%	3-4
Policy Discussions	4 Small Group Asynchronous Policy Discussions (PDs) (D2L Discussion Forum)	4 PDs $5\% \times 4 = 20\%$	4-5

ASSESSMENT AND EVALUATION INFORMATION
<p>ASSIGNING FINAL GRADES</p> <p>PPOL 605 builds on 601 and lays the economic foundation for your MPP degree. Students must achieve a minimum of a B- (70%) in order to pass PPOL 605. Your grade is calculated using a weighted average, where the weights used are those shown in the table above. The first four assessment methods listed in the table above are delivered through Achieve. The final assessment method, policy discussions, will have you engage in policy discussions via the discussion forums on D2L.</p>
<p>ATTENDANCE AND PARTICIPATION EXPECTATIONS</p> <p>This course is delivered online via D2L and Achieve. There are no set class times but there are regularly scheduled activities that require you to log onto the course site. Please stay on schedule as you work through your course materials and assignments. Give yourself adequate work time to complete the readings and undertake the activities and assignments. It is possible (but unlikely) that you will do your best work at the last minute. We expect you to submit your assignments by the deadlines noted.</p>
<p>LATE ASSIGNMENTS</p> <p>Deadlines are important in school and work life. I have set the following course policy on the submission of assignments: All assignments are mandatory and due at the date and time specified. Late work will not be accepted and will receive a grade of 0 (zero) unless a student has extenuating circumstances (health, family emergency) and has made arrangements with the instructors prior to the assignment due date.</p>
<p>EXPECTATIONS FOR WRITING</p> <p>The only writing we will be doing this year in this course is via the discussion forums. It is my intent through these discussions to mimic the types of discussions that would take place in a campus-based class. Your response should be simple and there is no expectation for citations in your postings unless that enhances your posting. The intent of the discussions is to have you interact and engage with the material in a low-stakes environment. It is a place to try out ideas. It is important to remember that it is not being 'right'. This is a process for you to start applying economic concepts to policy issues and help you building and strengthen your knowledge. The policy discussion forums will help prepare you for your case week in PPOL 600 in November.</p>
<p>FINAL EXAMINATIONS</p> <p>Not applicable.</p>
<p>GUIDELINES FOR SUBMITTING ASSIGNMENTS</p> <p>Please note that by submitting your assignments for grading you are indicating that you are complying with the following honour statement: <i>This assignment represents original work and does not contain the work of others without correct attribution. I have read and understand the University of Calgary's rules on academic integrity. I assert that I have not violated these rules.</i> For more information: https://ucalgary.ca/student-services/student-success/learning/academic-integrity</p>

PPOL 600, 619, and 605 (and beyond)

It is important to remember that the MPP is a program. It is not a mutually exclusive set of courses.

At the same time you are taking PPOL 605, you will also be taking PPOL 600 and 619 (plus an elective).

In PPOL 600 you will learn about the essentials of public policy. PPOL 600 features a case week the first week of November. That case will provide an opportunity to bring together your skills and knowledge from both PPOL 605 and PPOL 619 to a real policy problem. It has been designed and defined to provide you with an opportunity to integrate the content from both of these courses along with the content from PPOL 600.

In PPOL 619, you will learn about Governance and Public Policy. Governments determine how well, or how poorly, markets function. Therefore, to understand economic performance, it is important to factor in the political role of governments. The exercise of power and authority lies at the heart of governance. Governments use their power and authority to establish and maintain the formal and information framework of institutions that then regulate economic and social interaction. Therefore, PPOL 619 provides essential information to understanding the economy and economic policy around you.

PPOL 605 also provides you with material that links you to core courses that you will take in the winter. Topic 8 begins your journey into PPOL 609 and Decision Analysis. Topic 10 begins your study of PPOL 6015 and Public Finance.

UNIVERSITY OF CALGARY GRADING SYSTEM

The University of Calgary Graduate Grading System (4-point scale) will be used: (ucalgary.ca/pubs/calendar/current/f-1-2.html).

Grade	Grade Point Value	Percentage Score	Description
A+	4.0	≥ 97	Outstanding
A	4.0	≥ 90	Excellent
A-	3.7	≥ 85	Very good performance
B+	3.3	≥ 80	Good performance
B	3.0	≥ 75	Satisfactory performance
B-	2.7	≥ 70	Minimum pass
C+	2.3	≥ 67	All grades below B- are indicative of failure at the graduate level and cannot be counted toward the course requirements.
C	2.0	≥ 63	
C-	1.7	≥ 60	
D+	1.3	≥ 55	
D	1.0	≥ 50	
F	0	0-49	

Note: See the “Academic Standing” section of the Faculty of Graduate Studies Calendar regarding grades less than B-.

Deferred term work and exams: In case of illness, domestic affliction, religious observance or other issues, it may be possible to defer term work and/or examinations. Please contact your instructor and/or the program office if you anticipate requiring a deferral.

Appealing grades: A student who feels that work has been unfairly graded should discuss the work with the instructor within ten business days of being notified about the mark or of the item's return to the class. If not satisfied, the student should approach the Director of Graduate Programs in the School of Public Policy within 2 business days of receiving the decision from the instructor. The reappraisal will only be considered if the student provides a detailed rationale that outlines where and for what reason an error is suspected.

ucalgary.ca/pubs/calendar/current/i-4.html

Course Schedule Date	Topic & Reading	Assignments/Due Dates
Module 1: Microeconomic Foundations continued from 601		
Week 1: September 13-19	Topic 1: Micro Foundations (PPOL 601 Module 1) and links to Public Policy Topic Overview on D2L sets out all the required readings and is the 'lecture' for this topic.	
Week 2: September 20-26	Topic 2: Chapter 7—Welfare and Efficiency Topic Overview on D2L sets out all the required readings and is the 'lecture' for this topic.	Policy Discussion #1
Week 3: September 27-October 3	Topic 3: Chapter 5—Elasticity Topic Overview on D2L sets out all the required readings and is the 'lecture' for this topic.	October 3: Date to complete Chapter 5 & 7 LC @ 11:59 MT
Module 2: Microeconomics and Public Policy		
Week 4: October 4-October 10	Topic 4: Chapter 6—When Governments Intervene in Markets Topic Overview on D2L sets out all the required readings and is the 'lecture' for this topic.	Policy Discussion #2 October 10: Date to complete HW Assignment #1 @ 11:59 MT
Week 5: October 11-October 17	Topic 5: Chapter 10—Externalities and Public Goods Topic Overview on D2L sets out all the required readings and is the 'lecture' for this topic.	October 17: Date to complete Chapter 6 & 10 LC @ 11:59 MT
Week 6: October 18-October 24	Topic 6: Chapter 11 and 12—The Labour Market and Wages Topic Overview on D2L sets out all the required readings and is the 'lecture' for this topic.	October 21: Test 1 Due @ 11:59pm MT
Week 7: October 25-October 31	Topic 7: Chapter 13—Inequality and Redistribution	Policy Discussion #3

	Instructor Overview on D2L sets out all the required readings and is the 'lecture' for this topic.	October 31: Date to complete Chapter 11, 12, & 13 LC @ 11:59 MT
Week 8: November 15-November 21	Topic 8: Chapter 19 & 20—Decisions Involving Uncertainty, Information, & Nudge Economics (links to PPOL 609) Topic Overview on D2L sets out all the required readings and is the 'lecture' for this topic.	November 21: Date to complete HW Assignment #2 @ 11:59 MT
Module 3: Macroeconomics and Public Policy		
Week 9: November 22-November 28	Topic 9: Macro Foundations (PPOL 601 Module 2) and links to Public Policy Topic Overview on D2L sets out all the required readings and is the 'lecture' for this topic.	
Week 10: November 29-December 9	Topic 10: Chapter 29, 34 and 35— Business Cycles, Monetary Policy, and Fiscal Policy (links to PPOL 615) Topic Overview on D2L sets out all the required readings and is the 'lecture' for this topic.	Policy Discussion #4 December 5: Date to complete Chapter 19, 20, 29, 34, 34 LC @ 11:59 MT December 9: Test 2 Due @ 11:59pm MT

INTERNET AND ELECTRONIC COMMUNICATION DEVICE INFORMATION

The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. Students are to refrain from accessing websites that may be distracting for fellow learners (e.g. personal emails, Facebook, YouTube).

Students are responsible for being aware of the University's Internet and email use policy, which can be found at ucalgary.ca/policies/files/policies/acceptable-use-of-electronic-resources-and-information-policy.pdf

MEDIA AND RECORDING IN LEARNING ENVIRONMENTS

Media recording for lesson capture

The instructor may use media recordings to capture the delivery of a lecture. These recordings are intended to be used for lecture capture only and will not be used for any other purpose. Although the recording device will be fixed on the Instructor, in the event that incidental student participation is recorded, the instructor will ensure that any identifiable content (video or audio) is masked, or will seek

consent to include the identifiable student content to making the content available on University approved platforms.

Media recording for assessment of student learning

The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

Media recording for self-assessment of teaching practices

The instructor may use media recordings as a tool for self-assessment of their teaching practices. Although the recording device will be fixed on the instructor, it is possible that student participation in the course may be inadvertently captured. These recordings will be used for instructor self-assessment only and will not be used for any other purpose.

UNIVERSITY OF CALGARY POLICES AND SUPPORTS

ACADEMIC ACCOMMODATION

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit ucalgary.ca/access.

Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf.

ACADEMIC MISCONDUCT

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at ucalgary.ca/pubs/calendar/current/k.html

INSTRUCTOR INTELLECTUAL PROPERTY

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

COPYRIGHT LEGISLATION

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.pdf) and requirements of the copyright act (laws-lois.justice.gc.ca/eng/acts/C-42/index.html) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary

Wellness and MENTAL HEALTH RESOURCES

"The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive support when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer-support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre),

ucalgary.ca/wellnesscentre/services/mental-health-services and the Campus Mental Health Strategy website ucalgary.ca/mentalhealth/”

SUPPORTS FOR STUDENT LEARNING, SUCCESS, AND SAFETY

Student Ombudsman: The Student Ombuds’ Office supports and provides a safe, neutral space for students. For more information, please visit ucalgary.ca/ombuds/ or email ombuds@ucalgary.ca

Graduate Student’s Association: The GSA Vice-President Academic can be reached at (403) 220-5997 or gsa.vpa@ucalgary.ca; Information about the GSA can be found here: gsa.ucalgary.ca

Student Success Centre: The Student Success Centre provides services and programs to ensure students can make the most of their time at the University of Calgary. Our advisors, learning support staff, and writing support staff assist students in enhancing their skills and achieving their academic goals. They provide tailored learning support and advising programs, as well as one-on-one services, free of charge to all undergraduate and graduate students. For more information visit: ucalgary.ca/student-services/student-success

EMERGENCY EVACUATIONS AND ASSEMBLY POINTS

As part of the University of Calgary Emergency Evacuation plan, students, faculty, and staff should locate the closest Assembly Point in case of Fire Alarm. Safety signage is posted throughout the campus showing the locations and the possible route to these locations. All students, faculty, and staff are expected to promptly make their way to the nearest Assembly Point if the Fire Alarm is activated. No one is to return into campus facilities until an all clear is given to the warden in charge of the Assembly Area. For more information, see

ucalgary.ca/risk/emergency-management/plans-procedures/emergency-instructions

SAFEWALK

Campus security will escort individuals, day or night, anywhere on campus (including McMahon Stadium, Health Sciences Centre, Student Family Housing, the Alberta Children’s Hospital and the University LRT station). Call 403-220-5333 on main campus, 403-473-2614 at the downtown campus, or visit ucalgary.ca/risk/campus-security/your-safety/safewalk. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths. Please ensure your personal safety by taking advantage of this service.

APPENDIX: Additional Information

About Your Instructor

Dr. Lindsay Tedds is the Scientific Director of the Fiscal and Economic Policy program at the School of Public Policy and an Associate Professor in the Department of Economics at the University of Calgary. Lindsay is a specialist in applied economic research and policy analysis, with a particular focus on the design and implementation of tax policy. Her work spans a number of topics including municipal public finance, taxation and disclosure of stock options, tax non-compliance and the underground economy, taxation and poverty reduction, taxation of exploration expenses, and birth seasonality. She has served on several expert panels, is the co-author and editor of several books and has published a number of book chapters, technical reports, interactive guides, and papers in peer-reviewed journals.

Contact Information

It is my role to help you learn the material. If you are having problems with the course material, it is my expectation that you will approach me.

DISCUSSION BOARD: For questions related to the course and course content, please use the D2L Discussion Board. There is a discussion board for each topic, as well as a general course discussion board. This tool ensures all students to benefit from questions, and is the best way for me to communicate regarding the course.

EMAIL: Personal questions, comments and discussions should be sent via email. You should email me about private matters, such as appointment requests or illnesses. Emailing me with a question about course content, administrative logistics for the course, or any other topic that is not personal, is likely to receive a response asking that you repeat your question in the Discussion Board where all students in the course can benefit from seeing the answer. You will save time (and email clutter) by posting non-personal questions to the Discussion Board.

Dr. Tedds: Lindsay.Tedds1@ucalgary.ca

Please include your full name in all email correspondence and put PPOL 605 in the subject line. Putting PPOL 605 in the subject line ensures the email is prioritized by the instructor, who receive upwards of 100 emails a day.

I aim to return email within 48 hours on weekdays only. Emails sent over the weekend will be responded to within 48 hours of the start of the week.

OFFICE HOURS: I am available for student questions and discussions during my office hours, which will be held via Zoom. You do not need an appointment to see me during these times, though I will enable the 'waiting room' function if I am speaking with another student.

Links to the zoom sessions are posted on D2L. You will find links both in the calendar feature on D2L, as well as selecting Communications and then the Zoom option.

About the Course

PPOL 605 is designed as an asynchronous online course.

At a minimum, your time must be spent completing the graded activities in order to pass the course and move on in the program:

- Reading the Instructor Overviews for each Topic and any required readings, including the associated chapter in the textbook.
- Completing at least 10 Learning Curve activities, an adaptive set of questions on key chapter concepts.
- Completing the 2 Homework Assignments, multistep questions that guide students through the process of problem solving.
- Completing two tests, one at the mid-point of the course and one at the end of the course.
- Participating in four asynchronous policy discussions.

For those students who need more support and need help learning the content, we have provided access to practice quizzes for each chapter which are ungraded activities.

Learning Activities

The graded learning activities outlined above is described below in more detail. As this is an asynchronous online course, it is important to set up a regular study schedule for yourself, just as if you were attending a regularly scheduled classroom lecture

Required Learning Activities

Topic Overviews: For each chapter of the course, an overview document that is posted on D2L has been created that summarizes the chapter, learning objectives, tasks, and key concepts. Further, where material in the text refers to content related to the U.S. economy, the overviews provide related information to the Canadian economy. In addition, the instructor uses these documents to begin to make links to public policy to aid you in your policy discussions and your companion courses.

Learning Curve (LC): For each chapter, there will be one Learning Curve activity, which is an adaptive question series covering the key chapter concepts. Each LC is worth 1% of your grade. The objective is to reach a target score, with harder questions worth more points. Hints are available, as is immediate feedback. There is a link below each question that opens to the appropriate eBook section where you'll find the answer to the question. At a minimum, students required to complete the Learning Curve activities for the noted chapters according to the dates in the calendar; **however, it is important to note that the LC problems are meant to be done in advance of studying the material. That is, students are welcome and encouraged to work at a faster pace and complete them in advance of the readings even.** Students are free to 'skip' up to two LCs and not have this impact their grade. There is 10%

available in total for this activity. Consider the 10% allocated to the LC's as 'free grades.' It is fairly easy to get 100% on the LC's and the 10% for this activity is the fudge factor for your grade. That is, with 10% of grades for this course as being very easy to obtain, there is no appetite on the part of your instructor to deal with requests for lifts to your final grades. These activities are completed in Achieve.

Homework Assignments: While the LCs are meant to be low-stakes supportive and adaptive assessments that can be complete in advance of reviewing the chapter content, the homework assignments are higher stakes assessments meant to be complete after becoming familiar with the topic content. Homework Assignment questions are multistep questions that, like the LCs, are paired with feedback for incorrect and correct responses that guide students through the process of problem solving. These questions allow students to work independently, testing their comprehension of concepts, and preparing them for the tests. These activities are completed in Achieve.

Tests: At both the half way point and the end point of the course, you are required to complete a test in Achieve. These tests are not cumulative and only test the material up to or since the last test. Questions will be a mixture of multiple choice, labeling, line moving, sorting, ranking, passage completion, and more.

Policy Discussion: At four points in this course, you are required to engage in a small group, asynchronous policy discussion. Further details are provided on D2L.

Recommended but not required learning activities

Pre-Class Tutorials (PCTs): For each chapter of the course there are series of topic-based videos and embedded review questions. These are called Pre-Class Tutorials (PCTs). You will find each chapter's PCTs in Achieve. Depending on the chapter, there may be one or two PCTs. The PCT videos and questions are for practice purposes only and are not graded.

Practice Quiz (PrQ): Each chapter includes a practice quiz, with several multiple-choice and other type questions. If you answer incorrectly, Achieve will provide you with a hint. Solutions are shown after you complete the question. The quizzes are for practice purposes only and are not graded.

Tips for Success

1. Keep to a schedule.

The flexibility involved in online asynchronous courses, especially one like this where you work at your own pace, makes it tempting to delay completing the readings, assignments and tests until just before they are due. Do not fall into this trap! We have set up a suggested schedule for you, and although you may want to alter it slightly based on your own time constraints, you should aim to complete each chapter in the week that it is assigned. Spreading out the material will help you learn and retain the material for the fall and winter semesters.

2. Complete the Achieve Tutorial and the "Math and Graphing Review" before starting.

These provide an ungraded introduction to Achieve, teaching you how to use the system so that once you are working on the course, you are comfortable with the technology. The Math and Graphing Review will also help you prep for the material in the course, without affecting your grade.

3. Take notes as you read.

There is a growing amount of evidence that students learn better and retain more when they physically take notes — by hand — as they read. If you read the eBook, take notes on important material as you read.

4. Use the eBook technology!

The eBook has lots of features to help you study and learn. You can highlight important material as you read, and then compile the notes you have highlighted for studying. You can listen to the book using the audio feature. You can create flashcards from the material as you read. Take advantage of the technology!

5. Work through additional questions.

Studying economics is about more than rote memorization, it is about applying a way of thinking and simple models to different scenarios and questions. Work through as many of the additional problems as you can as part of studying — it will stand you in good stead in future courses.

6. Ask questions.

We are here to answer your questions through the discussion boards for each chapter and in our office hours. If there is something you don't understand, ask. Read through others' discussion board questions and our responses as well.