Tompkins Cortland Community College

Master Course Syllabus

Course Discipline and Number: ECON 101 **Year: 2025-2026**

Course Title: Introduction to Economics **Credit Hours: 3**

I. Course Description: This course is an introduction to macro- and micro-economic theory emphasizing economic concepts and principles as tools in clarifying major issues facing contemporary society. ECON 101 fulfills the SUNY General Education Social Sciences Knowledge and Skills Area. A student who completes ECON 120 and/or ECON 121 may not use credit earned in this course toward degree requirements Prerequisites: Prior completion of, or concurrent enrollment in, ENGL 100. Fall and spring semesters. 3 cr. (3 Lec.)

II. Additional Course Information:

1. Instructors are encouraged to use Brightspace to post assignments.
2. Students need basic computer skills, including word processing and web browsing for research.
3. Students who struggle with math may need to utilize tutoring services available in the Baker Center for Learning.

III. Student Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Demonstrate how market equilibrium price and quantity are determined through the interaction of demand and supply.
2. Demonstrate understanding of how economic theories can be used to identify and address current social issues.
3. Demonstrate understanding of how ethics, social responsibility, and sustainability impact economic decisions at the margin.
4. Demonstrate understanding of the impact various economic systems have on economic efficiencies and equity.
5. Demonstrate understanding of the role economics plays in helping solve current social and economic issues.

IV. Tompkins Cortland Institutional Learning Outcomes; Program Learning Outcomes; SUNY General Education Competencies and Knowledge and Skills Areas

Tompkins Cortland ILOs (N/A)

Complete this section for “service” courses only (e.g., courses that are required of all students; courses that are not program specific but satisfy liberal arts requirements; or commonly used in multiple academic programs to meet non-program-specific requirements). Check only Institutional Learning Outcomes (ILOs) that are meaningfully developed and assessed in this course. For each ILO chosen, include the SLO to which it aligns.

Students will:
☐ Communicate effectively, in oral and written forms, taking into consideration audience and purpose.

☐ Apply principles and methods of scientific inquiry and quantitative reasoning appropriate to their discipline.

☐ Use information, critical thinking, and the creative process to solve problems and reach conclusions.

☐ Use technology appropriate to their discipline.

☒ Describe the ways in which social, economic, or environmental sustainability depends on their own and the collective contributions of a diversity of ideas and people.

5. Demonstrate understanding of the role economics plays in helping solve current social and economic issues.

Program Learning Outcomes (N/A)

Complete this section for program-specific courses (e.g., those that share the same discipline code as the academic program or satisfy requirements in related programs). List the academic program(s) here and note which Student Learning Outcomes align to specific Programmatic Learning Outcomes. Please see the MCS Instructions for more details.

SUNY General Education Competencies (N/A)

If this course assesses a SUNY GEN ED Competency, check all that apply and indicate which course outcome(s) address each checked item:

☐ CRITICAL THINKING & REASONING- Students will:

a. clearly articulate an issue or problem;
b. identify, analyze, and evaluate ideas, data, and arguments as they occur in their own or others' work; acknowledge limitations such as perspective and bias; and
c. develop well-reasoned (logical) arguments to form judgments and/or draw conclusions.

☐ INFORMATION LITERACY - Students will:

a. locate information effectively using tools appropriate to their need and discipline; evaluate information with an awareness of authority, validity, and bias; and demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination.

☒ SUNY GENERAL EDUCATION KNOWLEDGE AND SKILLS AREA(s): Social Sciences
For courses that are approved to meet one (or more) of the ten SUNY General Education Knowledge and Skills Areas, indicate which area the course fulfills, and which outcome(s) are aligned with the SUNY outcomes for that area:

SUNY SLO: Students will

- describe major concepts and theories of at least one discipline in the social sciences

Course SLO(s):

1. Demonstrate how market equilibrium price and quantity are determined through the interaction of demand and supply.
3. Demonstrate understanding of how ethics, social responsibility and sustainability impact economic decisions at the margin.
5. Demonstrate understanding of the role economics plays in helping solve current social and economic issues.

SUNY SLO: Students will

- demonstrate an understanding of the methods social scientists use to explore social phenomena.

Course SLO:

2. Demonstrate understanding of how economic theories can be used to identify and address current social issues.

☐ This course does not address any of the above Tompkins Cortland ILOs, PLOs, or SUNY General Education Competencies or Knowledge and Skills Areas.

V. Essential Topics/Themes

1. Scarcity, opportunity cost, and resource allocation
2. Cost/benefit analysis
3. Supply and demand analysis in establishing equilibrium prices and outputs
4. Price controls and their impact on economic agents
5. Monetary and fiscal policy
6. International trade and its impact on individuals, businesses, and economies
7. Business cycles and economic growth
8. Social issues: e.g., inflation, unemployment, social security, pollution, education, crime

VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Exams and Quizzes	50 – 100%
2. Assignments	0 – 40%
3. Class Participation	0 – 15%

VII. Texts – ☒ Required ☐ Recommended ☐ Used for more than one course (list courses)

High school instructors may consult with staff in the CollegeNow office for additional information and guidance.

	OER
1. Sharp, A.M., Register, C.A., and P.W. Grimes. *Economics of Social Issues*. 2015, 21st ed. McGraw Hill. ISBN-13: 978-0078021916	☐
OR	
2. Rittenberg, L. and T. Tregarthen. *Principles of Economics*. 2016. University of Minnesota Libraries. ISBN: 13: 9781946135162	☒
OR	
3. Greenlaw, S. and D. Shapiro, et.al. *Principles of Economics*. 2022. OpenStax. ISBN 13: 9781947172371	☒

Editions listed are current as of date of syllabus. More recent editions may be used.

VIII. Bibliography of Supplemental Materials

1. Ghosh, Sudip. *Annual Editions: Economics*. 2014, 38th ed. McGraw-Hill Education.
2. Bonello, Frank and Isobel Lobo. *Taking Sides: Clashing Views on Economic Issues*. 2009, 14th ed. McGraw-Hill/Dushkin
3. Sharp, A.M., Register, C.A., and P.W. Grimes. *Economics of Social Issues Instructor's Manual and Test Bank*

Editions listed are current as of date of syllabus. More recent editions may be used.

IX. Other Learning Resources

Audiovisual: None specified

Electronic: **www.businessweek.com**
www.cnbc.com
www.bea.gov/
www.cia.gov/library/publications/the-world-factbook/
www.forbes.com
www.economist.com

Other: None specified

Attendance Policy: *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for academic adjustments. All course materials are available in alternate formats upon request.*

Academic Integrity: *Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects of his or her academic work: in writing papers and reports, in taking examinations, in performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paperwork such as registration forms.*
Any written work submitted by a student must be his or her own. If the student uses the words or ideas of someone else, he or she must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation of a student's performance must be based on that student's work. Any action taken by a student that would result in misrepresentation of someone else's work or actions as the student's own — such as cheating on a test, submitting for credit a paper written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure.
Several degree programs offer student learning opportunities (such as internships, field work, and clinical experiences) outside the standard classroom setting. As part of the learning process, students must understand and engage in conduct that adheres to principles guiding employment within the professional workplace. These behaviors include, but are not limited to, academic integrity, accountability, reliability, respect, use of appropriate language and dress, civility, professional ethics, honesty, and trustworthiness. Disciplinary action may be initiated for inappropriate conduct occurring while participating in any course-related project or event.