Tompkins Cortland Community College

Master Course Syllabus

Course Discipline and Number: ECON 120 **Year: 2025-2026**

Course Title: Principles of Microeconomics **Credit Hours: 3**

I. Course Description: This course is an analytical introduction to the processes by which economic resources are allocated and income is distributed in various market structures. Concepts addressed include scarcity and opportunity cost, utility, supply and demand, elasticity, production costs, pricing under perfect and imperfect competition, the role of government, and the theory of international trade and finance. This course is designed to serve the needs of students intending to transfer to a four-year institution. ECON 120 fulfills the SUNY General Education Social Sciences Knowledge and Skills Area. A student who completes this course may not also count credit earned in ECON 101 toward degree requirements. Prerequisites: Prior completion of, or concurrent enrollment in, ENGL 100 if required by placement. 3 Cr. (3 Lec.) Fall and spring semester.

II. Additional Course Information:

1. Students need basic computer skills, such as word processing and web browsing for research
2. For some sections, the textbook may be provided electronically for a small Open Educational Resources (OER) fee.
3. Students who struggle with math might want to utilize our tutorial services.
4. Instructors are encouraged to use the College's Learning Management System (e.g., Brightspace) to post all assignments.

III. Student Learning Outcomes

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

1. Utilize theory and mathematical and graphical tools to analyze how an individual maximizes utility and a firm maximizes profit in different market structures
2. Demonstrate how market equilibriums of price and quantity are determined through the interaction of demand and supply
3. Measure different types of elasticities and discuss how they relate to economic agents' decision-making process
4. Interpret how economic agents are affected by changes in tax policy or other exogenous forces in the market

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

Tompkins Cortland ILOs

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.

1. Utilize theory and mathematical and graphical tools to analyze how an individual maximizes utility and a firm maximizes profit in different market structures
2. Demonstrate how market equilibriums of price and quantity are determined through the interaction of demand and supply
3. Measure different types of elasticities and discuss how they relate to economic agents' decision-making process
4. Interpret how economic agents are affected by changes in tax policy or other exogenous forces in the market

☐ 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.

2. Demonstrate how market equilibriums of price and quantity are determined through the interaction of demand and supply

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):

2. Demonstrate how market equilibriums of price and quantity are determined through the interaction of demand and supply
4. Interpret how economic agents are affected by changes in tax policy or other exogenous forces in the market

SUNY SLO: Students will

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

Course SLO(s):

1. Utilize theory and mathematical and graphical tools to analyze how an individual maximizes utility and a firm maximizes profit in different market structures
3. Measure different types of elasticities and discuss how they relate to economic agents' decision-making process

☐ 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. Economic Foundations and Models
2. Comparative Advantage and the Market System
3. The Interaction of Supply and Demand in Setting Prices in a Market Economy
4. Elasticity, Consumer Choice, and Behavioral Economics
5. Technology, Production, and Costs
6. The Four Market Structures That Impact Prices, Output, and Incomes

VI. Methods of Assessment/Evaluation

Method	**% Course Grade**
1. Quizzes/Exams	50 – 90%
2. Homework	0 – 25%
3. Assignments	0 – 25%
4. Class Attendance and/or 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. Hubbard, R. Glenn and A. P. O'Brien. *Microeconomics***.** 2020**,** 8th ed. Pearson.	☐
2. *Principles of Economics*. University of Minnesota Libraries ISBN 13: 978196135162, OER	☒
3. Greenlaw, S.A., Shapiro, D. and D. MacDonald, et.al. *Principles of Economics.* OpenStax ISBN-13: 978-1-951693-63-3	☒

4.	Hubbard, R. Glenn and A. P. O'Brien. *Economics*. 2020, 8th ed. Pearson.(1st half of book)	☐

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

VIII. Bibliography of Supplemental Materials

1.	CIA World Fact Book, https://www.cia.gov/the-world-factbook/
2.	Cole, Ron. *Annual Editions: Economics*. McGraw-Hill.
3.	Bonello, Frank & Lobo, Isobel. *Taking Sides: Clashing Views on Economic Issues*. 15th ed., 2011. McGraw-Hill/Dushkin.

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

IX. Other Learning Resources

Audiovisual: Some instructor videos may be made available. Check with the college's instructional designer.
Electronic: None specified
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.