

## **Managerial Economics (ECON 3125)**

- Learn to add value to a business with economic tools
- Zoom meetings
- Practice Problems - Canvas
- Textbook Quizzes – digital textbook website
- Exams - taken via Canvas DURING CLASS TIME
- Grading:
  - Practice Problems 5%
  - Textbook Quizzes 20%
  - Exams 75%
- Exams dates:

March 2, April 6, May 4, Final Exam on May 11

Economics 3125-001, 002, 003 Managerial Economics  
Tues 10 am – 11:15 am (001 & 002); Tues 11:30 am – 12:45 pm (003); Online  
Spring 2021

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Office Hours: By appointment

Teaching Assistants: TBA

**Online Textbook:** *Managerial Economics* by Matthew Metzgar, Optimal Publishing. See Canvas page for more details.

**Course Description:** This course uses economic tools to analyze decisions managers make about their business. We consider economic decisions of particular interest to businesses, e.g., demand and estimation, cost analysis, and pricing policies. By further developing economic ideas introduced in your Principles of Microeconomics class, we analyze questions of the optimal level of production, pricing, and competitive positioning of the business.

**Course Objectives:** You will acquire a sophisticated knowledge of microeconomic tools and the ability to explain these tools in words, using graphs, and using equations. You will be able to apply this knowledge of microeconomics and the techniques acquired in this course and its prerequisite courses to recommend efficient managerial decisions.

**Prerequisites:** ECON 2102, MATH 1120 or 1241, STAT 1220, and INFO 2130. It is assumed that you have not only completed these courses but have also mastered the material. Students with deficient backgrounds will need to commit extra time to this course.

**Grading Basis:** Grades will be based upon three categories:

- Practice Problems
- Textbook Assignments or Research Paper (choose one)
- Exams

**Practice Problems:** These questions will be due on Canvas on specific dates. Questions are typically scored as 100% for a correct answer and 90% for an incorrect answer. There are two attempts for each assignment.

**Textbook Assignments:** There will be one Graded Quiz for each Chapter in the online textbook. This course will cover Chapters 1 – 8. Questions are scored 100% for a correct answer and 0% for an incorrect answer. There are two attempts for each assignment.

**Optional Research Paper:** See Canvas for more information. If the optional research paper is submitted late, 20% will be deducted if it is submitted within 24 hours after the deadline. 40% will be deducted if

the optimal research paper is submitted between 24 – 48 hours past the deadline. After 48 hours past due, the score for the optimal research paper will be zero.

**Exams:** All exams, including the final exam, will be taken online via Canvas. EXAMS WILL BEGIN AND END WITH CLASS TIME.

A student who begins a test late will not be given extra time at the end of the examination period.

The lowest exam will be dropped out of the 3 exams and the final. Yes, the final can be dropped if a student is satisfied with his or her grade after the first 3 exams.

**Makeup Exams:** If traveling on official University business, a similar multiple-choice makeup exam will be available. For all other absences, no makeup exams will be given.

**Grading:**

Practice Problems	5% (drop lowest practice problem)
Textbook Assignments or Research Paper	20% (drop lowest textbook assignment)
Exam	25% (best 3 of 4)
Exam	25%
Exam	25%

**Grading Scale:**

- A 90-100%
- B 80-89%
- C 70-79%
- D 60- 69%
- F Below 60%

Grades are rounded to the nearest whole percentage. Example: 89.5% will round to an A, while 89.49999% will not.

**Attendance:** Attendance is not taken.

**Lateness and Leaving Early (in-person classes):** If a student is late more than 4 times, their course grade will be dropped by one letter grade and they will also be reported to the Dean of Students. Leaving class early without prior notification to the instructor also counts as a lateness incident.

**Academic Integrity:** Students have the responsibility to know and observe the requirements of The UNC Charlotte Code of Student Academic Integrity. This code forbids cheating, fabrication or falsification of information, multiple submissions of academic work, plagiarism, abuse of academic materials, and

complicity in academic dishonesty. Any special requirements or permission regarding academic integrity in this course will be stated by the instructor and are binding on the students. Academic evaluations in this course include a judgment that the student's work is free from academic dishonesty of any type; and grades in this course therefore should be and will be adversely affected by academic dishonesty. Students who violate the code can be expelled from UNC Charlotte. The normal penalty for a first offense is a lowering of the course grade by one letter grade. For second offenses, in almost all cases, the course grade is reduced to an F. Copies of the code can be obtained from the Dean of Students Office. Standards of academic integrity will be enforced in this course. Students are expected to report cases of academic dishonesty to the course instructor.

**Cell Phones:** Cellular Telephones and pagers are to be turned off and stowed out of sight for all classes and exams. Under very extraordinary circumstances (such as someone providing emergency care for a family member), students will be permitted to leave their cell phone or pager (using silent ring options) on during class, but never during a test or exam. Students who confront such emergencies must obtain prior approval from the professor.

**COVID-19:** Students are encouraged to work directly with their instructors regarding their absence(s). For absences related to COVID-19, please adhere to the following:

Do not come to class if you are sick. Please protect your health and the health of others by staying home. Contact your healthcare provider if you believe you are ill.

If you are sick: If you test positive or are evaluated by a healthcare provider for symptoms of COVID-19, complete this form to alert the University. Representatives from Emergency Management and/or the Student Health Center will follow up with you as necessary, and your instructors will be notified.

If you have been exposed to COVID-19 positive individuals and/or have been notified to self-quarantine due to exposure, complete this form to alert the University. Representatives from Emergency Management and/or the Student Health Center will follow up with you as necessary, and your instructors will be notified.

If you are absent from class as a result of a COVID-19 diagnosis or quarantine, as instructor I will work with you so that you can continue to progress in the course. The final decision for approval of all absences and missed work is determined by the instructor.

**Exam Schedule:** The University has very specific guidelines regarding the circumstances under which students are permitted to reschedule final examinations. These guidelines will be followed to the letter. **Students who do not meet the specific guidelines set forth by the university will not be permitted to take the final examination at a time other than the officially proscribed period for any reason. The semester ends with the final examination. There will be no accommodation for students who want to take an early exam for any reason other than representing the university. Students representing the university must provide written documentation from appropriate university personnel.**

**Diversity:** The Belk College of Business strives to create an inclusive academic climate in which the dignity of all individuals is respected and maintained. Therefore, we celebrate diversity that includes,

but is not limited to ability/disability, age, culture, ethnicity, gender, language, race, religion, sexual orientation, and socio-economic status.

**Disability:** UNC Charlotte is committed to access to education. If you have a disability and need academic accommodations, please provide a letter of accommodation from Disability Services early in the semester. For more information on accommodations, contact the Office of Disability Services at 704-687-0040 or visit their office in Fretwell 230.

**FERPA:** In establishing University Policy 402, Student Education Records, UNC Charlotte adheres to a policy of compliance with the Family Educational Rights and Privacy Act of 1974, also known as FERPA, a federal law that affords students the following rights with respect to their education records. For details, see the FERPA Annual Notification posted on the Office of Legal Affairs website. All questions concerning this FERPA Annual Notification may be directed to the attention of the Office of the Registrar.

**FAQ:**

*Do you give partial credit on exams?* No. I teach large classes so this is not feasible.

**Outline:** Chapters 1, 2, 3, 4, 5, 6, 7, 8

**Schedule:**

Tues, Jan 26  
Welcome, Syllabus, Discussion of Teaching Methods

Tues, Feb 2  
Chap 1, Chap 2

Tues, Feb 9 – SPRING BREAK

Tues, Feb 16  
Chap 3

Tues, Feb 23  
Chap 4

Tues, March 2 – Exam #1 online via Canvas

Tues, March 9  
Chap 5

Tues, March 16  
Chap 5

Tues, March 23  
Chap 6

Tues, March 30  
Chap 6

Tues, April 6 – Exam #2 online via Canvas

Tues, April 13  
Chap 7

Tues, April 20  
Chap 7, Chap 8

Tues, April 27  
Chap 8

Tues, May 4 – Exam #3 online via Canvas

**Final Exam – Tuesday, May 11th**

Section 001-002 (10 am section): 9:00 am to 10:30 am (note the start time and the total time of 90 minutes)

Section 003 (11:30 am section): 11:00 am to 12:30 pm (note the start time and the total time of 90 minutes)

**References:**

1. Learn before lecture: A strategy that improves learning outcomes in a large introductory biology class. Moravec M, Williams A, Aguilar-Roca N, O'Dowd DK. CBE Life Sci Educ. 2010 Winter;9(4):473-81.
2. Constructing Knowledge in the Lecture Hall: A Quiz-Based, Group-Learning Approach to Introductory Biology. Daniel J. Klionsky 2002 Journal of College Science Teaching v. 31, n. 4, p. 246-251.
3. The Exam-A-Day Procedure Improves Performance in Psychology Classes. 2002. Leeming, F. Teaching of Psychology, v29 n3 p210-212.
4. Increased course structure improves performance in introductory biology. Freeman S, Haak D, Wenderoth MP. CBE Life Sci Educ. 2011 Summer; 10(2):175-86.
5. Learning concepts and categories: is spacing the "enemy of induction"? Kornell N, Bjork RA. Psychol Sci. 2008 Jun;19(6):585-92.
6. Collaborative group testing benefits high- and low-performing students. Giuliadori MJ, Lujan HL, DiCarlo SE. Adv Physiol Educ. 2008 Dec;32(4):274-8.