

Economics of Business Decision-Making (MBAD 6112)

- Make better managerial decisions with economic tools
- Zoom meetings – recorded and posted on Canvas
- Class structure:
 - 15 minutes review
 - 90 minutes lecture and discussion
 - 60 minutes Zoom breakout groups
- Discussion Forums
- Weekly Quizzes due online via Canvas
- Online Exams taken via Canvas DURING CLASS TIME
- Grading:
 - Discussions 5%
 - Canvas Quizzes 20%
 - Exams 75%
- Exams dates:

Feb 25, April 1, Apr 29, Final Exam on May 13

MBAD 6112-U91, Economics of Business Decisions

Thursdays 5:30 – 8:15 pm, ONLINE

Spring 2021

Instructor: Dr. Matt Metzgar

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Office Hours: By appointment

Textbook (recommended): Froeb/McCann/Shor/Ward. Managerial Economics, 5th edition. Cengage.

ISBN: 9781337106665

You can buy a new, used, or digital copy - whatever you prefer.

Course Description: Prerequisites: MBAD 5110 and MBAD 5141, or equivalents. Economic concepts in the decision-making process. Topics include: scarcity; marginal analysis and tools of optimization; demand and supply analysis and market structure; economic efficiency; regression analysis; risk analysis and game theory; and international issues.

Course Objectives: This course will introduce and apply economic concepts to decision making in business. Topics discussed include the importance of incentives, scarcity, marginal analysis, the tools of optimal decision making, demand and supply analysis, market structure, firm and market efficiency, strategic behavior, game theory, and uncertainty.

Meetings: This class will meet via Zoom.

Grading Basis: Grades will be based upon three categories:

- Quizzes
- Discussions
- Exams

Quizzes: Weekly quizzes will be due on Canvas throughout the semester.

Discussions: For each weekly discussion forum (which will take place during class time), a student must submit one comment in the discussion forum.

Exams: Exams will be given online via Canvas during class time. Exams will consist of a mix of multiple-choice and numeric questions.

Students who arrive late for an examination will be permitted to access the exam provided that no student has turned in their exam prior to the student's arrival. A student who begins an exam late will not be given extra time at the end of the examination period.

Final Examination: The final exam is cumulative. The final exam will be given online via Canvas. Yes, the Final Exam can be dropped if a student is satisfied with their grade after the first three exams.

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

Grading:

Discussions	5% (drop the lowest discussion forum grade)
Quizzes	20% (drop the lowest quiz, capped at 100%)
Exam	25% (drop the lowest exam)
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 though students who miss class will obviously miss information vital to passing the course. In addition, students will miss discussion points.

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 because 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.

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.

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.

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.**

Outline: Chapters 2, 3, 4, 7, 8, 9, 15, 17

Schedule:

Thursday, Jan 21

Welcome, Syllabus, Discussion of Teaching Methods, Chapter 2

Thursday, Jan 28

Chapter 3

Thursday, Feb 4

Chapter 4

Thursday, Feb 11 – Spring Break

Thursday, Feb 18
Chapter 2, 3, 4 Review

Thursday, Feb 25 – EXAM #1 (Chap 2, 3, 4)

Thursday, March 4
Chapter 7

Thursday, March 11
Chapter 8

Thursday, March 18
Chapter 9

Thursday, March 25
Chapter 7, 8, 9 Review

Thursday, April 1 – EXAM #2 (Chap 7, 8, 9)

Thursday, April 8
Chapter 15

Thursday, April 15
Chapter 17

Thursday, April 22
Chapter 15, 17 Review

Thursday, April 29 – EXAM #3 (Chap 15, 17)

FINAL EXAM: Thursday, May 13th from 5:45 pm to 7:15 pm (via Canvas)

References:

1. Crowe, Alison et al. "Biology in bloom: implementing Bloom's Taxonomy to enhance student learning in biology." CBE life sciences education vol. 7,4 (2008): 368-81.
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. Increased course structure improves performance in introductory biology. Freeman S, Haak D, Wenderoth MP. CBE Life Sci Educ. 2011 Summer; 10(2):175-86.
4. Learning concepts and categories: is spacing the "enemy of induction"? Kornell N, Bjork RA. Psychol Sci. 2008 Jun;19(6):585-92.